Standard V Program Re-approval Template

Submit completed form to your liaison by June 1, 2009.

Central Washington University

June 1, 2009

Connie Lambert, Dean   Signature _____

What are the major examples of evidence in your program for Standard 5.1: Knowledge of Subject Matter and Curriculum Goals? Please be as specific as possible in describing the evidence.

Criteria - *Teacher candidates positively impact student learning that is:*	Teacher-Based Evidence *Teacher demonstrates capacity to provide effective learning experiences.*	Student-Based Evidence *Students demonstrate engagement in effective learning opportunities.*
A. Content driven. All students develop understanding and problem-solving expertise in the content area(s) using reading, written and oral communication, and technology.	1. Pass the West-B. (1.a.i) 2. Demonstrate professional communications with parents, administrators, and teachers via assignments in Professional Education Courses. (1.a.i) 3. Document appropriate use of NETS-S standards. (2.b.iii) 4. Produce a web site that documents that they meet the NETS-T standards. (2.b.iii) 5. Content areas have various activities and assignments. See Appendix B.	1. Describe how their teacher models the reading and writing skills and strategies expected of the student. (1.a.i) 2. Use communication skills (listening, speaking, viewing, performing) to receive and express thoughts and feelings in a variety of ways and settings and with a variety of audiences. (1.a.iv) 3. Describe how their teacher models the communication skills expected of the student. (1.a.iv) 4. Create a product using technology to solve a problem.

		(2.b.i) 5. Use technology to collaborate with others. (2.b.i) 6. Content areas implement in various ways. See Appendix B.
B. Aligned with curriculum standards and outcomes. All students know the learning targets and their progress towards meeting them.	1. Develop and align curriculum judged to be effective by other education professionals. (1.b.i) 2. Construct lesson plans and units judged to be effective other education professionals. (1.b.ii) 3. Prepare lesson plans and unit plans that are aligned with standards. (1.a.v)	1. Explain the connection between assigned activities and learning targets. (1.b.i) 2. Communicate the support and resources that can be accessed to help them achieve the learning targets. (1.b.ii)
C. Integrated across content areas. All students learn subject matter content that integrates mathematical, scientific, and aesthetic reasoning.	1. Have background in aesthetic, creative, critical, mathematical, and scientific reasoning sufficient to integrate them into their instruction. (1.a.iii) 2. Prepare interdisciplinary and integrated unit and lesson plans. (2.c.iv) 3. Content areas have various activities and assignments. See Appendix B.	1. Give examples of how their teacher integrates aesthetic, creative, critical, mathematical, and scientific reasoning in his/her instruction. (1.a.iii) 2. Use a variety of reasoning strategies. (1.a.iii) 3. Produce work that incorporates multiple content areas and connections. (2.c.iv) 4. Content areas implement in various ways. See Appendix B.

What are the major examples of evidence in your program for Standard 5.2: Knowledge of Teaching? Please be as specific as possible in describing the evidence.

Criteria - *Teacher candidates positively impact student learning that is:*	Teacher-Based Evidence *Teacher demonstrates capacity to provide effective learning experiences.*	Student-Based Evidence *Students demonstrate engagement in effective learning opportunities.*
A. Informed by standards-based assessment. All students benefit from learning that is systematically analyzed using multiple formative, summative, and self-assessment strategies.	1. Document appropriate use of assessment. (2.a.i) 2. Document the use of assessment results in determining effectiveness of instruction. (2.a.ii) 3. Document how their teaching has been modified based on assessment results. (2.a.iii) 4. Document a plan to utilize assessment results to improve instruction. (2.a.v) 5. Document their use of feedback given to students. (2.a.iv) 6. Describe how they will provide assessment and instruction when given a scenario with a hypothetical student with a disability. (3.d.i)	1. Explain the different ways they are assessed. (2.a.1) 2. Explain how they use feedback from the teacher. (2.a.iv) 3. Change a work product or behavior in response to feedback. (2.a.iv)
B. Intentionally planned. All students benefit from standards-based planning that is personalized.	1. Incorporate differentiation of instruction in instructional plans and actual instruction. (2.c.iii) 2. Adapt instruction to accommodate the unique characteristics of all students. (3.c.iii)	1. Describe how their teacher utilizes a variety of teaching methods. (2.c.i) 2. Describe what they learned in the lesson. (3.c.iii) 3. Explain how the lesson helped them to learn. (3.c.iii)
C. Influenced by multiple instructional strategies. All students benefit from personalized	1. Prepare unit and lesson plans which employ a variety of methods. (2.c.i) 2. Write a reflection about the plans in	1. Identify multiple instructional activities used by the teacher candidate to teach a specific goal. (3.b.v)

instruction that addresses their ability levels and cultural and linguistic backgrounds.	(1) above, which includes the sources of the research bases used. (2.c.i) 3. Teach lessons using multiple methods that are judged to be successful by their instructors and student teaching supervisor. (2.c.ii) 4. Develop and implement lessons that engage students in exploring and developing cultural identity. (3.e.i) 5. Define learner characteristics as they relate to a student's second language development. (3.e.ii) 6. Develop appropriate lesson plans that facilitate English language acquisition. (3.e.iii) 7. Develop a model portfolio of English Language Learner progress in language and content areas, and when appropriate, apply it. (3.e.iii) 8. Incorporate sheltered instruction adaptations and modifications into lesson plans. (3.e.iv)	2. Describe how the teacher candidate helped them understand the material. (3.b.v) 3. Generate products and performances that reflect the implementation of developmentally appropriate instruction. (3.b.v) 4. [ELL students will] engage in sheltered instruction activities. (3.e.iv)
D. Informed by technology. All students benefit from instruction that utilizes effective technologies and is designed to create technologically proficient learners.	1. Document appropriate use of NETS-S standards. (2.b.iii) 2. Content areas have various activities and assignments. See Appendix B.	1. Create a product using technology to solve a problem. (2.b.i) 2. Use technology to collaborate with others. (2.b.i) 3. Produce work that demonstrates safe, legal, and responsible use of technology. (2.b.ii)

What are the major examples of evidence in your program for Standard 5.3: Knowledge of Learners and their Development in Social Contexts? Please be as specific as possible in describing the evidence.

What would be the major examples of evidence in your program for

Criteria - *Evidence of teacher candidate practice reflect planning, instruction, and communication that is:*	Teacher-Based Evidence *Teacher demonstrates capacity to provide effective learning experiences.*	Student-Based Evidence *Students demonstrate engagement in effective learning opportunities.*
A. Learner centered. All students engage in a variety of culturally responsive, developmentally, and age appropriate strategies.	1. Describe and apply the basic tenets of multiple learning theories. (3.b.i) 2. Describe typical developmental progression in cognitive, social-emotional, and psychomotor domains from birth through adolescence. (3.b.ii) 3. Identify how socialized and innate individual differences affect learning. (3.b.iii) 4. Identify verbal and nonverbal communication strategies that are developmentally and situationally appropriate. (3.b.iv) 5. Be able to apply learning theory to design effective instruction. (3.b.v) 6. Complete a unit plan that reflects and responds to the diversity of students. (3.f.iii) 7. Document their knowledge of how cultural differences can impact learning. (3.c.i) 8. Document their ability to plan for culturally responsive learning in their content area and at their intended level of certification. 9. Implement instruction that	1. Identify multiple instructional activities used by the teacher candidate to teach a specific goal. (3.b.v) 2. Describe how the teacher candidate helped them understand the material. (3.b.v) 3. Generate products and performances that reflect the implementation of developmentally appropriate instruction. (3.b.v) 4. Articulate how knowledge and skills gained in the classroom can be used in their community and daily life. (3.b.v) 5. Describe how what they are learning in class relates to them. (3.b.vi) 6. Describe how the teacher met their learning needs. (3.c.ii) 7. Describe how the teacher incorporated aspects of their culture and community into the classroom. (3.c.iii) 8. Engage in learning activities that are adjusted to meet their individual backgrounds, strengths, and needs. (3.d.i) 9. Respond positively to teacher candidate suggestions and interventions in order to make adjustments to appropriate learning

	accommodates every student. (3.c.ii) 10. Construct a unit plan that contains culturally responsive and relevant strategies. (3.c.iii) 11. Describe accommodations (delivery systems, curricula, assessments) necessary to address the instructional and affective needs of students with disabilities in the candidate's portion of a culminating group project. (3.d.i) 12. Provide for a learning environment that is inclusive and welcoming. (3.d.i)	behaviors. (3.d.i) 10. Describe their learning environment as inclusive and welcoming. (3.d.i) 11. [Students with exceptionalities will] be cognitively engaged in learning activities and initiate and adapt activities to enhance understanding. (3.d.ii) 12. Demonstrate understanding of cultural self-identity through reflective activities. (3.e.i)
B. Classroom/school centered. Student learning is connected to communities within the classroom and the school, including knowledge and skills for working with others.	1. Construct a unit plan that reflects classroom diversity. (3.c.ii) 2. Complete a classroom and student characteristics from for each field experience. (5.b)	1. Describe how the teacher worked with all students in the classroom. (3.f.ii) 2. Work together in a respectful and productive manner. (3.c.i) 3. Describe how class members were involved in developing the classroom rules. (3.a.ii) 4. Demonstrate appropriate behaviors to promote learning during instruction (e.g., paying attention, participating, exhibiting respect, etc.). (3.a.ii) 5. Exhibit collaborative skills in group situations (e.g., listening, speaking in turn, etc.). (3.a.ii) 6. Articulate that they feel safe and are allowed to contribute in class. (3.a.ii) 7. Describe how their classroom operates. (3.g.ii)
C. Family/Neighborhood centered. Student learning is informed by collaboration with families and neighborhoods.	1. Collect and synthesize demographic information in a unit plan. (3.f.i) 2. Develop a parent involvement plan. (4.b.iii)	1. Describe how the teacher incorporated aspects of their culture and community into the classroom. (3.c.iii) 2. Articulate how knowledge and skills

	3. Produce and reflect upon a cross-cultural interview of a student. (3.c.iv) 4. Gather community and school demographic information for each field experience and demonstrate its relevance to the field experience. (5.b) 5. Demonstrate the ability to work effectively with diverse populations. (5.b)	gained in the classroom can be used in their community and daily life. (3.b.v) 3. Describe how what they are learning in class relates to them. (3.b.vi)
D. Contextual community centered. All students are prepared to be responsible citizens for an environmentally sustainable, globally interconnected, and diverse society.	1. Complete a unit plan that reflects and responds to the diversity of students. (3.f.iii) 2. Promote open inquiry related to all aspects of the workings of society. (3.g.ii) 3. Describe and demonstrate an effective classroom management plan that is both democratic and learner-centered. (3.g.ii)	1. Describe how the teacher incorporated aspects of their culture and community into the classroom. (3.c.iii) 2. Define an environmentally sustainable society. (3.h.i) 3. Describe a globally interconnected society. (3.h.i) 4. Describe the attributes of a diverse society. (3.h.i) 5. Describe and demonstrate the behaviors expected of an effective global citizen in a diverse world. (3.h.i) 6. Describe and demonstrate effective citizenship. (3.g.i) 7. Describe and demonstrate civic engagement. (3.g.i) 8. Describe and examine democratic values. (3.g.i) 9. Describe and demonstrate respect for civil discourse. (3.g.ii) 10. Describe how the teacher demonstrates respectfulness, trustworthiness, fairness, caring, citizenship, and responsibility. (4.b.i)

What are the major examples of evidence in your program for Standard 5.4: Understanding of Teaching as a Profession? Please be as specific as possible in describing the evidence.

Criteria - *Teacher candidates positively impact student learning that is:*	Teacher-Based Evidence *Teacher demonstrates capacity to provide effective learning experiences.*
A. **Informed by professional responsibilities and policies.** All students benefit from a collegial and professional school setting.	1. Produce positive evidence from his/her cooperating teacher. (4.b.i, ii, and iii) 2. Document how all disposition and skill referrals have been remediated. (4.b.i) 3. Produce correspondence with other educational professionals, students, and parents. (4.b.iii) 4. Provide in an in-class presentation evidence-based practices from a literature review that accommodate students with special needs. (3.d.ii) 5. Devonstrate knowledge of WACs, professional standards (CEC), and federal laws related to services provided to students with special needs. (3.d.iii)
B. **Enhanced by a reflective, collaborative, professional growth-centered practice.** All students benefit from the professional growth of their teachers.	1. Make adjustments based on consultation with other educational professionals. (1.a.ii) 2. Reflect on instruction and practice to enhance student learning. (1.a.ii) 3. Create a product (paper, presentation, etc.) in which current issues in educational practice are investigated and information is synthesized. (4.c.i) 4. Develop a plan (e.g., unit, lesson, IEP) based on relevant and reliable research. (4.c.ii) 5. Develop a professional growth plan. (4.b.iv) 6. Compile a brief portfolio, which includes documentation of and a reflective essay for each field experience. (5.a)
C. **Informed by legal and ethical responsibilities.** All students benefit from a safe and respectful learning environment.	1. Create a written action plan which demonstrates the teacher's responsibilities regarding child abuse, due process, civil rights, torts, disabilities, and copyright. (4.a.i)

	2. Discuss the historical development in American education of local control, universal education, public education, comprehensive education, secular education, and the basic curriculum. (4.a.ii) 3. Demonstrate how different educational philosophies could be applied. (4.a.ii) 4. Describe the role of federal functional behavioral assessment and positive behavior intervention in addressing the behavioral needs of students considered for placement in special education. (3.a.iii)

NARRATIVE

1. How the program has changed to meet the requirements of Standard V in course content, field experiences, P-12 district school partnerships, and faculty development.

A combination of factors led us to believe that CWU's response to the revised Standard V should be a complete revision of the teacher preparation program. First, the changes in Standard V were substantial.

- Additional content, e.g., aesthetic, mathematical, and scientific reasoning; environmental sustainability, etc.
- That content was to be infused throughout the curriculum.
- A change in perspective with respect to assessment from the training we provide to teacher candidates to a focus on student-based evidence.

Second, the size and complexity of CWU's program suggested that a few ad hoc changes to courses would be extremely difficult to implement, assess, and provide the kind of substantive change the state was after. All teacher candidates at CWU take the core courses, known as the Professional Education Program, and then the courses in their content areas. Elementary majors take these content courses in through the Department of Education, while secondary majors take their content courses through departments in two other colleges of the university. As discussed more fully below, communication and coordination are difficult at times. The Center for Teaching and Learning is the umbrella administrative unit required by the state to unify the complete teacher preparation program. However, given the fact that the program is spread across three colleges and numerous departments, a seamless integrated program is difficult enough without expecting that program to remain coherent, cohesive, and responsive to Standard V after merely changing a few courses, assignments, and assessments.

And third, the Professional Education Program has been modified several times in the recent past, often without adequate consideration of the impacts on other courses in the program or the content area departments. It was already unsatisfactory in numerous respects, and one more set of add-ons and fixes would have made it less, rather than more effective. As an example, over the years the course EDCS 311, Teaching: Classroom Management and Assessment, had evolved into a class which had little assessment and only slightly more classroom management, but was fundamentally a methods course. All of our program assessment data showed that students were not well prepared in any of these three areas. The PEAB told us the same thing, and so did a recent external reviewer in our self-study. So, it was time for a complete revision of the Professional Education Program in any case.

Course Content

Course content will change dramatically in the Professional Education Program. In fact, the response to this item is really larger than course content, as entirely new courses have been created. Following is a listing of the courses in the new program.

Professional Education Program

Course/Experience	Credits	Prerequisites	Comments
(A) Observation Experience	0	none	40 hours of guided observation
(B) Seminar	1	A	A can be co-requisite
(C) Educational Psychology	4	B	B can be co-requisite
(D) Introduction to Teaching	3	B	B can be co-requisite
(E) Classroom Management	3	C, D	
(F) Pre-Autumn	2	D	
(G) ELL	3	D	
(H) Multicultural	3	D	
(I) Assessment	3	B	
(J) Methods of Instruction	3	E, F, G, H, I	
(K) Educational Technology	3	J	
(L) Exceptionalities	3	J	
(M) Educational Law	3	J	
(N) Student Teaching	16	K, L, M	
TOTAL	**50**		

Also see the flowchart of the program in the attached PDF file.

Courses labeled A, B, E, G, and I are new courses. Each will be described briefly.

(A) Observation Experience. This course will be a no credit, self-placed observation in the schools. Prospective teacher candidates will be guided in their observation of six key features related to classroom management, assessment, methods, and classroom demographics through a form downloaded from the Professional Education Program website. The purpose of the experience is to give candidates a first experience in the schools as a non-student, and so to begin to shape their perceptions in such a way that they focus on the important aspects of the instructional task. This focus is built upon and refined in later courses.

(B) Seminar. After the guided observation experience, candidates will meet in a seminar format to discuss what they saw. Their notes will provide the basis of much of the discussion, as instructors provide terminology for what the candidates saw, and point them to the development of their own skills in these areas. The seminar also will be the primary initiation/advising platform for the teacher candidates, allowing us to define program components, provide information on the scope and sequence of the program, and help candidates understand the connections between the Professional Education Program and their content area courses.

(E) Classroom Management. In the course of our review of the program, we discovered that classroom management was being done in two courses in the Professional Education Program with no awareness of that fact by instructors of either course. Former students consistently rated classroom management as one of their two weakest areas upon graduation. With the encouragement of the PEAB, we decided to pull all of the classroom management

material into a single dedicated course. This will provide greater coverage and a more unified approach, as well as making field observation much easier to undertake.

(G) ELL. We saw a very real need to provide teacher candidates with at least the minimum skills necessary to be successful teachers to the many English Language Learners they are likely to find in their classrooms. We are also reacting both to the NCATE standard in this area and the discussions of its broader inclusion into Standard V. This course will provide foundational language acquisition theory together with a substantial focus on techniques of sheltered instruction.

(I) Assessment. The current program provides very little training on effective assessment techniques. This is the second of the two areas most frequently indicated by graduates as a weakness in their training. The new program will focus on assessment from the beginning. Candidates will begin by observing teacher assessment strategies in the Observation Experience (A), and will discuss these observations in the initial Seminar (B). The Assessment class (I) will be taken early in the program, and will focus on standards based assessment techniques and reflective adaptation of instruction based upon student evidence.

Aside from these new courses, there are numerous other content changes within existing courses. Space does not allow for an elaborate or exhaustive listing of the changes, but the principle ones are provided below.

- We have a strong desire to have candidates see a continuity of experiences and refine their skills through various courses and experiences on several key topics. For example, the assessment strand mentioned above will continue into the Methods course (J) as candidates discover how certain assessment strategies fit naturally with certain types of instruction. They will take that knowledge into the Exceptionalities course (L), in which they will see how to utilize assessment to identify and adapt instruction for students with exceptionalities. In all cases, the opportunities for reflection which assessment provides will be focused upon.
- The strands will also be continued into the content area methods courses. For example, faculty in secondary content areas are very interested in learning how to employ diversity related knowledge and strategies into their methods course to help ensure that all students are taught in the most effective manner by utilizing the context of their culture and experiences. The Professional Education Program faculty are working with the content area faculty to develop these skills.
- Professional Education Program faculty are building into their examples and assignments the key concepts of integration of aesthetic, mathematical, and scientific reasoning. The newly devised common lesson plan will ask candidates how they have considered these ideas as they are planning a lesson. The purpose is to make it nearly instinctual for a teacher to think of ways to incorporate these topics into their lessons.
- The Methods course (J) is being fundamentally altered as the classroom management and assessment components are pulled out into courses of their own. These two other areas will now be prerequisites for the Methods course. The attached flowchart shows that the Methods course is a focal point of the new program. Candidates will bring a substantial knowledge base into this course, and will see how all of the aspects of good instruction

are tied together by instructional methodologies. This course will allow candidates to connect student-based evidence with adaptations to instruction to enhance the learning of all students.

Field Experiences

The area of field experience has been the most difficult single topic to be confronted in the new program. Because CWU has a large teacher candidate population, but a very small local school population, it is difficult to develop a field experience program that allows our candidates sufficient opportunities to combine class work and field work. We have approximately doubled the amount of direct field work in the program, and will increase short course related field work as we develop school partnerships to provide a more stable placement environment. We will also experiment with expanding our Yearlong Internship program as discussed below.

The original purpose of the Pre-Autumn experience (F) was to provide candidates with an initial observation experience. However, this purpose has eroded so that most candidates take this observational experience in the middle or even at the end of their training. As a result, we have instituted a new observational experience (A) that is a necessary first step to being admitted into the teacher preparation program. Associated with this observation is a seminar course (B), in which candidates reflect upon their observational experiences.

Though we instituted the new initial observation, we kept the Pre-Autumn course (F). Witnessing a practicing teacher prepare for and conduct the first days of a school year was felt to be very important. However, the tighter set of pre-requisites will enable us to better plan and conduct this experience. It is the second level of field experience, in which students will begin to participate in the activities of the school; it is a step up from the mere observation of the initial observational experience. Built into the experience is a seminar, in which we will provide for candidate reflection, and again focus the experiences of the candidate toward the important aspects of instruction.

The third level of field experience will be conducted in the content area methods courses. We believe that these courses naturally contain a cohort of candidates with the same endorsement area focus, and so can more readily take advantage of district partnerships focused on those areas. For example, Science Education has developed partnerships with local schools to enhance their science instruction. A class of Science Education teacher candidates can schedule, travel to, observe, and participate in science instruction in those schools fairly easily. They can reflect upon and discuss their experiences as a class with candidates of similar knowledge and interests.

The alternative approach would have been for the Professional Education Program to offer several sections of a field experience course, and try to place all students in their endorsement areas. They would then come back together in a class full of candidates from different endorsement areas, where it would be difficult to engage the entire class in content specific pedagogical discussion. This is, of course, what we do with student teaching, but the administrative overhead required for such additional student teacher-like placements would be

substantial, and candidates would not have the support and collective experience of their content area peers to enable effective reflection and growth.

We believe that the distributed model described above provides the following benefits.
- Lower centralized administrative costs.
- Better placements, as the content areas are in a better position to know teachers and schools districts with whom they can partner than would an administrative person located in a central office position in the Professional Education Program.
- Students can be placed locally and so can take other courses at the same time they are doing field work.

The culminating field experience is student teaching. In the current program candidates can student teach and then return to campus to take several courses. In the new program, student teaching will be the last course in the Professional Education Program that candidates can take. We feel all of the preparatory course work and field experience is necessary and useful to the student teaching experience, so we have removed the options to treat student teaching as penultimate.

In addition to the specific field experiences mentioned above, we are also incorporating mini field experiences into numerous classes. For example, in the Multicultural class (H), there will be an assignment in which the candidate will be required to interview a student of a different ethnic or racial background than him/herself. (This project is discussed more fully below.)

We also have the Yearlong Internship program, in which a cohort of students spends a year in the same school. They first have their Pre-Autumn experience in the school, followed by two quarters which combine an internship practicum in the school with course work on campus. In the third quarter the candidate student teaches in the same school. This provides a relatively small group of candidates a continuous experience in one school, and allows them to put into practice in the school some of the concepts they study in their course work.

We are currently examining this program to see if we can move the full program more in this direction. This would require a large cohort model in which candidates could only begin fall quarter.

Finally, field experiences currently exist in some of the content area departments. In some departments these experiences are extensive. For example, in addition to the Professional Education Program experiences outlined above, Early Childhood Education requires 15 credits of practicum. Other programs, such as History, currently have no field experience built into their programs. As discussed above, in the new plan all content areas will have field experience as part of their methods courses in addition to that provided in the Professional Education Program.

Candidates will participate in weekly seminars while student teaching, in which they will share their experiences and help develop appropriate strategies for their peers and themselves. Candidates will also be required to write reflective statements on their teaching as they complete the student teaching experience. Field experiences in preparation for student teaching will involve similar reflective opportunities. Teacher candidates will discuss their field activities

with cooperating teachers, their supervisors, and their peers. There will always be a written reflective component associated with field experiences. These reflective assignments will become a required component in the candidate's electronic portfolio.

P-12 District/School Partnerships

We partner with over 20 school districts for student teaching. We have sought input from these districts and their cooperating teachers through our student teacher supervisors. In addition, we have more developed in-school activities in four school districts in Ellensburg, Edmonds, Renton, and Wenatchee.

We also have numerous P-12 partnerships operating through the content area programs and departments. For example, the Music Department requires the course MUS 329: *General Music Methods.* The course includes field experience in partnership with the Ellensburg School District. Candidates engage in observation and teaching at each of the three elementary schools in the general music classroom. Feedback on candidate lesson planning, instruction, and reflection is provided by university faculty and cooperating teachers. Candidates engage in self- and peer-evaluation to identify and refine elements of instructional practice for future individual growth.

The Science Education partnerships have already been mentioned. And other content area departments do other types of field work, as well.

An essential feature of the new program will be the partnerships that content areas develop with school districts. In order to help develop these partnerships, we will be working with the content area faculty to identify prospective school partners and establish cooperative ties with them. To this end, the Director of Field Experiences, which is currently a half-time position, has been changed to a full-time position. The Director will be an essential component in the success of expanding the field experience program into the content areas.

We are also involved in several community partnerships, which provide bilateral advice and learning, mostly with respect to science education and environmental sustainability. We provide curriculum guidance and involve undergraduate teacher candidates in the development of activities, and we invite their opinions regarding the focus and opportunities of the candidates. Following are some of these partnerships.
- Museum of Culture and Environment (MCE)
- Center for Excellence in Science and Mathematics Education (CESME)
    (We currently have a joint NSF grant proposal with CESME for designing community 'journeys', with resident input to identify STEM science technology engineering mathematics in local landmarks).
- Renewable Energy Center at Wild Horse (Wind farm), Puget Sound Energy
- Community Solar Project, City of Ellensburg
- Solar 4R Schools Curriculum/Project, Bonneville Environmental Foundation

Faculty Development

Numerous faculty development activities will be required in order for the new program to be fully implemented and successful. Much of this is related to planning for the new and modified courses. Several examples are outline below.

- Few of the Professional Education Program faculty count assessment as an area of expertise. Development of the Assessment course (I) will require enhancing faculty skills in this area. In addition to faculty who will be teaching the Assessment course, all faculty will need to upgrade their skills in this area, as assessment permeates the new program, and all courses will need to relate assessment to the particular content of the course. An essential feature of this training will be the appropriate use of student-based evidence.
- Similarly with the new Classroom Management course (E). While classroom management may not be as broadly integrated into the program as assessment, it will be essential for the Methods instructors in the Professional Education program to be familiar with the content of this course in order to incorporate it into their own courses.
- The new English Language Learners course (G) will require extensive faculty development, as only one faculty member in the Professional Education Program is currently prepared to teach this class.
- The modified Methods course (J) will require that faculty focus on a small number of methods in order to bring candidates to mastery of those methods. All faculty in the Professional Education Program will need to be familiar with the methods being taught in order to incorporate them into their own courses. Concepts such as picking the most appropriate method for instruction for each student, reflecting upon the results, and adapting instruction in light of such reflection will be essential parts of the faculty development.

The second component of faculty development will be training the faculty of the content areas in the requisite fundamental skills related to the above-mentioned areas. Because these faculty are bound to content departments external to the Department of Education, there will be political as well as pedagogical considerations to overcome.

The other large area of faculty development will also involve the content area faculty. These faculty will need to carry the strands of diversity; aesthetic, mathematical, and scientific reasoning; technology; and oral and written communication into their methods courses. Their candidates must see the applicability of integrating these ideas into their lessons, and they must have the skills to do so. Only the content area faculty can teach these specific techniques of integration.

Conclusion

The discussion above only touches on some of the important aspects of the new program. Please see Appendix A for the program goals and evidences. Also, see Appendix B for specific courses and assignments related to the important content topics of Standard V.

2. The process used to engage program personnel in reviewing, rethinking, and revising the program.

There are twenty-nine programs across sixteen departments at CWU which meet teacher certification requirements. In turn, these departments reside in three colleges. Differences in program content, philosophy, and reportage make communication and collaboration a challenge. Nonetheless, for CWU to have a consistent and unified teacher training program which achieves the goals of the new Standard V as well as the other requirements of the state, such communication and collaboration is a necessity.

In order to implement the changes in Standard V, the Standard V Steering Committee was created. The chair of this committee quickly became aware of concerns among some faculty in content-area departments regarding the Professional Education Program (PEP), which is the set of core courses common to all teacher training programs. As a result, the decision was made to dovetail the Standard V revision with a general review and revision of the entire PEP. The chair identified and sought input from five groups.

1. PEP Faculty. These are faculty who teach the PEP courses and who are housed in the Department of Education.
2. Programs within the Department of Education. There are eight such programs (e.g., Bilingual Education, Reading, Elementary Education).
3. Content-Area Programs. There are twenty-one programs which are staffed within content area departments (e.g., Mathematics, Music, Science Education).
4. Field Supervision. Faculty who supervise student teachers are often located off-campus and have little contact with the other teaching faculty. They have a unique perspective because they see candidates at the very end of their training, and may be able to identify strengths and weaknesses across candidates that would be difficult for other faculty to note.
5. Center Faculty. CWU offers courses leading to teaching certification at five off-campus centers. Though these faculty teach the same courses as the main campus, they are geographically separate and often feel left out of important decisions as a result.

During Fall Quarter, 2007, faculty members were introduced to the new Standard V through a series of discussions within the Department of Education. At the end of Fall Quarter, the Standard V Steering Committee was created, composed of PEP faculty, Content-Area faculty, the Director of Field Supervision, and the LiveText Coordinator.

In early January, 2008, each separate entity within the five groups mentioned above was asked to prepare a set of goals, which encompassed its expectations for the Professional Education Program. These separate goal statements were collated by the Steering Committee into a single set of goals, which became the foundation for the revised Professional Education Program.

In the spring of 2008, a retreat was held, with wide representation from the five groups,

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and a preliminary set of evidences was developed for the areas in the goals document. This set of evidences was then refined by the Steering Committee. The Steering Committee has met weekly for a year and a half, producing 21 drafts of the goals/evidences document.

As the Steering Committee was working on the goals and evidences, the chair of the committee held numerous meetings with content area faculty. The purpose of these meetings was twofold. First, the change in perspective in the new Standard V has been a continuing conceptual hurdle for many in the content areas, and the Steering Committee chair has repeatedly needed to explain and respond to questions about this change. Second, it became clear early on that the content areas needed to play a significant role in responding to the changes in Standard V. They need to carry through on the strands of instruction that are begun in the Professional Education Program in order that their majors can see the applicability in their specialties of the general knowledge and skills presented in the common core of the Profession Education Program. In addition, as explained above, the content areas will need to pick up some of the responsibility for field experiences in the new program.

In these meetings with content area faculty, considerable discussion arose regarding incorporating aesthetic, mathematical, and scientific reasoning; environmental sustainability; global interconnection; and diversity into their courses. Although all content areas understood the need for incorporating diversity, they almost uniformly balked at the other five topics. While we have not totally overcome these issues, considerable progress has been made, and most content areas have identified ways to approach these topics in their courses.

Once the new program goals and evidences were fairly well set, the Steering Committee created a set of sub committees corresponding to the major areas of the goals document, as follows.
Initial Field Experience & Initial Course
Assessment
Methods
Classroom Management
Foundations, Professionalism, Research, Teacher Candidate Proficiencies
Cultural Diversity, Exceptionalities, ELL, Context
Democracy, Global Citizenship
Technology
Learning Theories
These subcommittees have worked for two quarters to flesh out the goals and evidences, and make recommendations on specific course configurations and objectives. Most of these subcommittees have finished their work, and the others will do so by June 15. The Steering Committee has been working with the reports from these subcommittees to develop the overall scope and sequence of the Professional Education Program.

The program revision process has been long and complex. However, the goal was to produce a new program which is responsive to the revised Standard V, and which has significant buy-in from all groups invested in teacher preparation. While it is impossible for the new program to completely satisfy everyone, every effort has been made to provide multiple

opportunities for all to participate and contribute their ideas. In the long run, we believe this will enhance the stability and functionality of the revised program.

The degree to which faculty have worked on this process is impressive. It is indicative of the quality of our faculty and their perception that this program revision is both necessary in light of the revised Standard V, and likely to allow us to prepare better teachers.

3. Key strategies by which candidates will develop capacity to analyze and respond to student-based evidence. Please attach three samples of assignments or assessments that represent those strategies.

Teacher candidates will develop the capacity to analyze and respond to student-based evidence when that seems to be the natural way to view instruction. The implication is that the faculty must first change the manner in which they view all experiences and assignments to conform to the student-based evidence model. Not all faculty are operating according to this model. So, the first and most important strategy to develop is the training of faculty in this model.

The faculty who have served on the Steering Committee for well over a year should be able (and have been able) to make this move fairly easily. In planning for and teaching the new courses in the Professional Education Program for the first time, the instructors will need to focus on the key issues of Standard V and the new model. All instructors of a particular course will meet regularly as a team with the Steering Committee chair as we work to make the new model second nature.

The other strategies mentioned are accompanied by samples, which are described below. These samples appear in Appendices C, D, and E.

- The first strategy is to help the teacher candidate understand the importance of listening to student perspectives on all issues, including the student's views of home, community, school, and the subject matter taught in the school. The teacher candidate must develop the ability to see how these perspectives may influence learning.

  The sample is an assignment for a Professional Education Program course entitled Multicultural Education. The assignment is for the teacher candidate to interview a student from a different ethnic or racial background from themselves. See Appendix C.

- Developing the ability to be self-reflective and to encourage and utilize student reflection is the next important strategy.

  Attached is the template for the common lesson plan. As discussed above, the lesson plan was developed in order to eliminate the confusion candidates felt when their content area methods courses and their Professional Education Program courses used very different lesson plan formats. The template requires that the teacher candidate provide for both student and teacher candidate reflections upon the lesson. "Student voice" is encouraged, both in the presentation of objectives in student-friendly language, and in the end of lesson reflections. See Appendix D.

- Teacher candidates must develop the skills necessary to plan for unit-level achievement. This strategy has been designed to provide training at this level by requiring candidates to put together several different types of lessons, materials, and techniques.

The development of a sample unit plan is a core component that stretches across three courses in the new program: Assessment, Classroom Management, and Methods. The full template for the plan, with its associated components, is substantial. Attached here is only the rubric for the evaluation of the plan. Throughout these three courses, teacher candidates are taught to assess student learning by comparing student knowledge and skills with the knowledge and skills that are specified in the learning targets. See Appendix E.

4. Areas of the revised program that will be a focus of continuing attention and development as we proceed with implementation.

While we cannot anticipate all problems that may arise, some areas of the new Professional Education Program will undoubtedly require additional effort for a successful implementation. As mentioned above, the incorporation of aesthetic, mathematical, and scientific reasoning; environmental sustainability; and global interconnection into content area courses is often difficult. Some departments will need additional help in accomplishing this task.

A point of discussion among some groups during the process has been the proper place of technology in the program. There has been much debate regarding how much of technology instruction should be dispersed across all courses and how much should be located in a core course. Complicating factors in this question are the rapid change in technology, and the difficulty of assessing technology instruction. At this point, the new program has a course in the Professional Education Program which focuses on software resources and their use in instruction. Content area departments are encouraged to develop units or courses that build on this core in order to expose their majors to the particular hardware and software of their disciplines. This balance may change, and we will need to monitor it frequently.

We can anticipate that program assessment will always be in need of attention and development. There are unresolved questions related to the appropriate artifact for assessment, the proper time and place for assessment, and the meaning of data that will need to be addressed. Especially problematic will be the interface between programmatic assessment and the state assessment of individual student teachers (formerly the PPA).

There are also a set of issues surrounding retraining of university faculty. First, there are still faculty who do not fully understand the student-centered evidence focus of the revised Standard V. Second, most faculty in the Professional Education Program will be teaching either entirely new courses or substantially altered courses. Third, content area faculty will need to be trained to incorporate diversity, ELL issues, and other Standard V issues into their courses.

Another major issue that will take time and experience to resolve relates to the integration of the Professional Education Program into the content area methods courses. There will be scheduling issues for candidates in some departments with more rigid patterns of course pre-requisites and restricted times of offering courses. A pedagogical problem with the current teacher preparation program is that content area departments often have different sets of expectations for their candidates with respect to the Professional Education Program courses. For example, some departments require the Professional Education Program's methods course before the content area methods course, and some departments require the opposite. The new program has a consistent pattern of pre-requisites. It may be difficult for some programs to adjust to these constraints.

Lastly, we can anticipate internal problems with allocation of resources that will take time to resolve. The most obvious of these is the need for content area departments to incorporate field experience into their methods courses. This will require new faculty resources

in department that are in different colleges than the Professional Education Program. Especially in this time of significant budget problems, these adjustments may prove difficult.

5. Letter from the PEAB chair that describes the PEAB's involvement in reviewing and revising the program.

See the attached PDF file containing the letter from PEAB chair Lael Wright.

May 29, 2009

Larry Lashway, Program Specialist/Certification
Old Capitol Building, PO Box 47200
600 Washington St. S.E.
Olympia, WA 98504-7200

Dear Larry,

I am writing this letter on behalf of the Central Washington University Professional Education Advisory Board for Teachers to summarize our involvement with Standard 5 over the course of the 2008-2009 Academic Year. Standard 5 was discussed in the following three (3) PEAB meetings: October 8, 2008; December 5, 2008; and March 13, 2009. There will be a final meeting this year on June 12, 2009. Please see the excerpts below from the referenced meetings.

October 8, 2008
Barry Donahue gave an update report on Standard V. Points of his presentation included:
- The revision began nine months ago.
- He recently returned from a retreat where about thirty people reviewed the objectives and outcomes based on the goals.
- The goals are pretty much completed at this point, 2/3 of the goals have been completed with evidence.
- There was a discussion among the PEAB members where it was requested that they have access to the committee minutes. It was agreed that these would be made available via email.
- The first goal may be changed because it is difficult to tie it back to the program.
- The assessments will mostly take place during student teaching.
- It was noted that many of the goals mimic the qualifications for the portfolios.
- The PEAB members discussed and agreed upon that the standards should be outlined in the goals for quick reference and understanding.
- Barry was commended for the progress that he has made.
- It was announced that Barry will be joining the meetings for the rest of the year.
- Barry pointed out that teachers need to have more field experience. A discussion ensued where it was decided that we should talk to the districts for next fall. It is assumed that the districts will be onboard as they want our students as teachers.

December 5, 2008
Barry Donahue:
- PEAB members Lael Wright and Tobi Beehler are on the Standard 5 subcommittee.
- There will be one more meeting to clear up some details.

- There is nothing startling to report. There are two content departments on board that in the past have gone their own way.
- There will be a Standard 5 meeting next week to finish this year long process, and a recommendation will be generated.
- There are two issues at this time. The first issue is assessment. Everybody agrees that assessment is a weak area. Also, the process of looking at the entire curriculum causes concern and apprehension in everyone.
- Barry would like the PEAB to make an informal recommendation that there be more assessment. EDCS 311 is a five credit course that teaches classroom management, assessment and instruction methods. Each of these topics is covered in three weeks chunks throughout the quarter. Three weeks of assessment is not enough time. Some faculty feel the course is fine the way it is, but Barry would like to see it longer because there just isn't enough time to cover assessment adequately. It was suggested that each of the three topics be separated into their own courses because, based on data from student teaching, all of these areas need to be strengthened.
- Classroom Management is taught as an elective in Des Moines but is not required and is not offered as a separate course in Ellensburg. It was suggested that this should also be a separate, required course. If the course splits to three separate courses, the credits would stay the same and just reallocated.
- The other issue is the lack of field experience. One of the problems is that there are a lot of students and the Ellensburg schools cannot accommodate all of them. Student teaching is one thing but students ability to access a classroom and observe for a few hours or a day is difficult with local resources. We need to make field experiences useful for the students as well as for the school district. It was pointed out that having better prepared students was beneficial to the school district when they hire future teachers. It was suggested that transportation be made available to students to other areas so that Ellensburg isn't overwhelmed. The difficulty of students having time to observe and make it back to campus for a class was discussed. It was decided that this option would work with the cohort model only. The Cohort Model would save money in the long run and could give the students a free day in which they could go out and get the field experience done. Moving to other areas would be great as far as increasing the diversity as well. Transportation was again discussed and the members decided that facilitating the transportation was one thing but the students are responsible for their own expense.
- The PEAB members will think of a recommendation and get back to Barry. Barry was invited back to the March 13, 2008 meeting.

After the December 5, 2008 meeting the PEAB members made their recommendation to Barry via email. Please see the following set of recommendations:

Regarding Admissions Requirements
1. That all programs preparing teacher education candidates at CWU establish, enforce, and monitor admissions requirements that align, at a minimum, with those established by the Center for Teaching and Learning (CTL) for courses in the Professional Education Sequence (commonly referred to as the Professional Core). In addition, it is recommended that these requirements be made available to prospective and current students in all printed and online formats early in the admissions process and during all advising sessions.

Regarding Creation and Addition of/Changes to Existing Curriculum

2. That the current 5-credit EDCS 311 course be divided into three separate courses. One course should focus on classroom management strategies; one course should focus on assessment strategies and methods; and one course should focus on instructional methods and planning. The recommended number of credits would be 3, 3, and 2, respectively. It is understood that there is a concern about increasing the numbers of credits required within the Professional Education Sequence, but we feel that with current efforts to redefine and realign curriculum to better meet the requirements of Standard V, these courses could be developed without changing the number of credits required in the Professional Education Sequence. (For example, the reduction in the number of credits and amount of time assigned to Pre-Autumn could allow for reallocation of credits to other courses.)

   In addition, it is recommended that a two-track system be established and followed for these three courses, one for secondary majors and one for elementary majors. It is further recommended that the instructional methods and planning course be required early in a candidate's career in the Professional Education Sequence, and that it be completed before any individual methods course(s) delivered by specific programs. In this way, the Professional Education Sequence and major programs can better ensure that candidates are completing appropriate program (particularly as regards unit and lesson planning requirements to meet during the student teaching experience) and certification requirements.

Regarding Increasing Field Experiences Associated with Course Work
3. That the number and amount of time spent in field experiences should be expanded and introduced earlier. In addition, it is recommended that field experiences be attached to the newly developed courses in classroom management and assessment strategies, and that the field experiences represent placements in classrooms that represent the diversity components found in NCATE standard #4. It is further recommended that all field experiences require the documentation of the diversity of the classrooms in which the experience is completed. Recognizing that increasing the field experience component will require various programmatic and/or departmental changes, it is recommended that:
   a. To the extent possible, programs housed within the Department of Education adopt a cohort model of instruction. When paired with the more stringent and monitored admissions process, documentation of progression, the need for possible remediation or redirection, and the monitoring of dispositions will be more easily achieved.
   b. Scheduling of courses should be moved to three or four days per week, leaving one or two days per week free for completion of field experience components of course work.
   c. Cluster students in specific grade levels and buildings within certain districts to assist students with transportation issues and faculty with ease of supervision.
   d. Where possible, utilize off-campus facilities (CWU centers) for cohort seminars connected with field experiences and/or course work.

March 13, 2009
   Barry Donahue (Standard V Progress Update):
   • Classroom Management, Assessment and Methods:
      o At the last meeting the PEAB discussed separating Classroom Management, Assessment, and Methods into three separate courses. The thought then was that this was a reasonable recommendation so three separate subcommittees were formed to work on these. During the process the Methods and Assessment

subcommittees both discovered that you can't separate the two, but classroom management can be a separate course. The subcommittees also discovered that classroom management and assessment are being taught sporadically throughout the programs, without consistency. The concept now is to have a separate Classroom Management course early in the program, and a two course sequence introducing Methods and the appropriate Assessments for those methods; these concepts will cycle through. The idea is to make sure that we do justice to the Assessment portion and not focus too much on the Methods.

- o There is a continuing debate regarding how many methods strategies should be included in the courses, with a scale running between 3 and 17. The PEAB's recommends building self confidence with 3-5 Methods than to require 17. There will also be a component that deals with interpreting Standardized Tests.
- o The Content Areas are very much involved, and are participating on the committees.
- Field Experiences:
  - o The topic of additional field experiences was discussed. Even though Standard V identifies the need for enhanced field experiences, CWU candidates are hampered by our geographical location. A discussion occurred about possible field experiences, including a self-placement field experience followed by a seminar. The self-placed field experience would occur prior to beginning the Professional Education Preparation (PEP) program (observation experience only), and the seminar would be two part, including a discussion of field experiences and an advising session. The seminar would allow for students to learn all about the required PEP processes. EDF 301 would then become a true educational foundations course.
  - o During various conversations the committee members learned that some ideas are being discussed in regards to content areas taking a more active role. The committee is working on finalizing a recommendation, and will hopefully have the recommendation ready by the end of Spring Quarter.
- Standard V Content Areas
  - o The Content Areas are in good shape, and they are working on the assessments.

Please feel free to contact me if additional information is needed.

Sincerely,

Lael Wright

Lael Wright
Teacher Preparation PEAB, Chair

APPENDIX A

Professional Education Program
Teacher Candidate Goals

The following goals represent the incorporation of the new Standard V into the Professional Education Program component of teacher preparation at Central Washington University.

<h1 style="text-align:center">Professional Education Program
Teacher Candidate Goals</h1>

1: Teacher candidates will be able to construct, implement, and assess a curriculum that is coherent and aligned with state standards.

    a. Teacher Candidate Proficiencies

        i. Possess the reading and writing skills expected of a teacher.

        Evidence: P-12 students will be able to:

            1. Describe how their teacher models the reading and writing skills and strategies expected of the student.

        Evidence: Teacher candidates will be able to:

            1. Pass the West-B.

            2. Demonstrate professional communications with parents, administrators, and teachers.

        ii. Be a reflective practitioner.

        Evidence: Teacher candidates will be able to:

            1. Make adjustments based on consultation with other educational professionals.

            2. Reflect on instruction and practice to enhance student learning.

        iii. Have background in aesthetic, creative, critical, mathematical, and scientific reasoning sufficient to integrate them into their instruction.

        Evidence: P-12 students will be able to:

            1. Give examples of how their teacher integrates aesthetic, creative, critical, mathematical, and scientific reasoning in his/her instruction.

            2. Use a variety of reasoning strategies.

        iv. Be able to teach students to effectively communicate by listening, speaking, viewing, and visualizing.

        Evidence: P-12 students will be able to:

            1. Use communication skills (listening, speaking, viewing, performing) to receive and express thoughts and feelings in a variety of ways and settings and with a variety of audiences.

            2. Describe how their teacher models the communication skills expected of the student.

    b. Curriculum Development

        i. Develop and align curriculum with EALRs, GLEs and national standards.

        Evidence: The teacher candidate will be able to:

            1. Develop and align curriculum as judged to be effective by other educational professionals.

        Evidence: P-12 students will be able to:

            1. Explain the connection between assigned activities and learning targets.

ii. Construct lesson plans and units appropriate to their grade levels and disciplines.
Evidence: The teacher candidate will be able to:
1. Construct lesson plans and units as judged to be effective by other educational professionals.
Evidence: P-12 students will be able to:
1. Communicate the support and resources that can be accessed to help them achieve the learning targets.

2: Teacher candidates will be able to make appropriate instructional choices from a broad spectrum of techniques in order to maximize the learning of all students.
   a. Assessment
      i. Apply multiple formative, summative, and self assessment strategies to assess student learning.
      Evidence: The teacher candidate will be able to:
         1. Document appropriate use of assessment.
      Evidence: P-12 students will be able to:
         1. Explain the different ways they are assessed.
      ii. Use assessment results to determine effectiveness of instruction.
      Evidence: The teacher candidate will be able to:
         1. Document the use of assessment results in determining effectiveness of instruction.
      iii. Modify teaching practices based on assessment results.
      Evidence: The teacher candidate will be able to:
         1. Document how their teaching has been modified based on assessment results.
      iv. Provide useful feedback to students.
      Evidence: The teacher candidate will be able to:
         1. Document their use of feedback given to students.
      Evidence: P-12 students will be able to:
         1. Explain how they use feedback from the teacher.
         2. Change a work product or behavior in response to feedback.
      v. Align instruction and assessment with standards.
      Evidence: The teacher candidate will be able to:
         1. Prepare lesson plans and unit plans that are aligned with standards.
         2. Document a plan to utilize assessment results to improve their instruction.
      Evidence: P-12 students will be able to:
         1. Explain the connection between assessment activities and learning targets.

   b. Technology
      i. Incorporate EALR 1 for technology and the National Education Standards for Students (NETS-S) 1 – 4 into instruction in order to enhance learning.

Evidence: P-12 students will be able to:
1. Create a product using technology to solve a problem.
2. Use technology to collaborate with others.

ii. Incorporate EALR 2 for technology and NETS-S Standards 5 and 6 to model and teach digital citizenship.

Evidence: P-12 students will be able to:
1. Produce work that demonstrates safe, legal, and responsible use of technology.

iii. Use the National Education Technology Standards for Teachers (NETS-T) to inform instruction and other educational decisions.

Evidence: The teacher candidate will be able to:
1. Document appropriate use of NETS-S standards.
2. Produce a web site that documents that they meet the NETS-T standards.

c. Methods

i. Demonstrate knowledge of a broad spectrum of instructional methods, and understand the research base which supports them.

Evidence: The teacher candidate will be able to:
1. Identify an instructional method when it is demonstrated.
2. List and define several instructional methods.
3. Prepare unit and lesson plans which employ a variety of methods.
4. Write a reflection about the plans in (3) above, which includes the sources of the research bases used.

Evidence: P-12 students will be able to
1. Describe how their teacher utilizes a variety of teaching methods.

ii. Practice and apply a variety of instructional methods with peers and in real-life settings.

Evidence: The teacher candidate will be able to:
1. Teach lessons using multiple methods that are judged to be successful by their instructors and student teaching supervisor.

Evidence: P-12 students will be able to:
1. List instructional methods used in their classroom.
2. Describe the context in which different instructional methods are used.

iii. Select appropriate methods for given students and situations.

Evidence: The teacher candidate will be able to:
1. Incorporate differentiation of instruction in instructional plans and actual instruction.
2. Adapt instruction to accommodate the unique characteristics of all students.

Evidence: P-12 students will be able to:
1. Describe what they learned in the lesson.
2. Explain how the lesson helped them to learn.

iv. Design interdisciplinary lessons.
Evidence: The teacher candidate will be able to:
1. Prepare interdisciplinary and integrated unit and lesson plans.
Evidence: P-12 students ill be able to:
1. Produce work that incorporates multiple content areas and connections.

3: Teacher candidates will be able to plan and implement instruction based on learner characteristics and the context of the school and community.

a. Classroom Management

i. Develop and provide a rationale for a classroom management plan appropriate for grade level and content area.
Evidence: P-12 students will be able to:
1. State classroom management procedure, given a specific situation.
2. Describe why the particular classroom management procedure is used.

ii. Implement effective classroom management strategies that promote student learning; encourage collaboration, cooperation, positive social interaction, conflict resolution skills, and individual and group motivation; and value each learner's unique contributions.
Evidence: P-12 students will be able to:
1. Describe how class members were involved in developing the classroom rules.
2. Demonstrate appropriate behaviors to promote learning during instruction (e.g., paying attention, participating, exhibiting respect, etc.).
3. Explain the positive effect of appropriate behaviors in a specific situation.
4. Exhibit collaborative skills in group situations (e.g., listening, speaking in turn, etc.).
5. Articulate that they feel safe and are allowed to contribute in class.

iii. Understand an individualized positive behavior intervention based on federal functional behavioral assessment guidelines for a student with a behavioral disability.
Evidence: The teacher candidate will be able to:
1. Describe the role of federal functional behavioral assessment and positive behavior intervention in addressing the behavioral needs of students considered for placement in special education.

b. Learning Theories

i. Describe and apply the basic tenets of a variety of learning theories.
ii. Describe typical developmental progression in cognitive, social-emotional, and psychomotor domains from birth through adolescence.
iii. Identify how socialized and innate individual differences affect

learning.

iv. Identify verbal and nonverbal communication strategies that are developmentally and situationally appropriate.

v. Apply learning theory to design effective instruction.

Evidence: P-12 students will be able to:

1. Identify multiple instructional activities used by the teacher candidate to teach a specific goal.

2. Describe how the teacher candidate helped them understand the material.

3. Generate products and performances that reflect the implementation of developmentally appropriate instruction.

4. Articulate how knowledge and skills gained in the classroom can be used in their community and daily life.

vi. Demonstrate and incorporate constructivist approaches to teaching.

Evidence: P-12 students will be able to:

1. Explain how they solved a problem or describe their understanding of a topic.

2. Describe how what they are learning in class relates to them.

c. Cultural Diversity

i. Demonstrate the knowledge, skills, and dispositions necessary to participate in a broad spectrum of culturally responsive and relevant educational practices.

Evidence: The teacher candidate will be able to:

1. Document their knowledge of how cultural differences can impact learning.

2. Document their ability to plan for culturally responsive learning in their content area and at their intended level of certification.

Evidence: P-12 students will be able to:

1. Work together in a respectful and productive manner.

ii. Identify and use effective research-driven instructional techniques, strategies, and planning within the context of various racial, ethnic, cultural, socioeconomic, gender, and linguistic student populations.

Evidence: The teacher candidate will be able to:

1. Construct a unit plan that reflects classroom diversity.

2. Implement instruction that accommodates every student.

Evidence: P-12 students will be able to:

1. Describe how the teacher met their learning needs.

iii. Integrate students' culture into classrooms in a responsible, respectful, and relevant way.

Evidence: The teacher candidate will be able to:

1. Construct a unit plan that contains culturally responsive and relevant strategies.

Evidence: P-12 students will be able to:

1. Describe how the teacher incorporated aspects of their culture and community into the classroom.

iv. Reflect on and critically analyze their own attitudes and beliefs to challenge negative assumptions and stereotypes about students.
Evidence: The teacher candidate will be able to:
　　1. Produce and reflect upon a cross-cultural interview of a student.

d. Exceptionalities
　i. Demonstrate competence in the knowledge, skills, and dispositions necessary to participate in a broad spectrum of educational practices as they relate to students with exceptionalities.
　Evidence: The teacher candidate will be able to:
　　1. Describe accommodations (delivery systems, curricula, assessments) necessary to address the instructional and affective needs of students with disabilities in the candidate's portion of a culminating group project.
　　2. Describe how they will provide assessment and instruction when given a scenario with a hypothetical student with a disability.
　　3. Provide for a learning environment that is inclusive and welcoming.
　Evidence: P-12 students with exceptionalities will be able to:
　　1. Engage in learning activities that are adjusted to meet their individual backgrounds, strengths, and needs.
　　2. Engage in learning activities appropriate to their needs.
　　3. Respond positively to teacher candidate suggestions and interventions in order to make adjustments to appropriate learning behaviors.
　　4. Describe their learning environment as inclusive and welcoming.
　ii. Identify and implement effective research-based instructional techniques, strategies, and planning for the student with exceptionality.
　Evidence: The teacher candidate will be able to:
　　1. Provide in an in-class presentation evidence-based practices from a literature review that accommodate students with special needs.
　Evidence: P-12 students with exceptionalities will be able to:
　　1. Be cognitively engaged in learning activities and initiate and adapt activities to enhance understanding.
　iii. Demonstrate understanding of special education services and mandates for students with disabilities.
　Evidence: The teacher candidate will be able to:
　　1. Demonstrate knowledge of WACs, professional standards (CEC), and federal laws related to services provided to students with special needs.

e. English Language Learners
　i. Understand cultural identity as it relates to language.
　Evidence: The teacher candidate will be able to:

1. Develop and implement lessons that engage students in exploring and developing cultural identity.

Evidence: P-12 students will be able to:

1. Demonstrate understanding of cultural self-identity through reflective activities.

ii. Know the stages of second language development.

Evidence: The teacher candidate will be able to:

1. Define learner characteristics as they relate to a student's second language development.

iii. Apply the theory of second language acquisition (SLA) in the general education classroom.

Evidence: The teacher candidate will be able to:

1. Develop appropriate lesson plans that facilitate English language acquisition.

2. Develop a model portfolio of English Language Learner progress in language and content areas, and when appropriate, apply it.

iv. Provide sheltered instruction in academic content.

Evidence: The teacher candidate will be able to:

1. Incorporate sheltered instruction adaptations and modifications into lesson plans.

Evidence: P-12 students will be able to:

1. Engage in sheltered instruction activities.

f. Context

i. Recognize and apply knowledge of the community, school, and classroom, including learner characteristics and social, cultural, political, environmental, and economic contexts to instructional and management practices.

Evidence: The teacher candidate will be able to:

1. Collect and synthesize demographic information in a unit plan.

ii. Demonstrate the ability to work effectively with students of various abilities, and from various racial, cultural, and linguistic populations.

Evidence: P-12 students will be able to:

1. Describe how the teacher worked with all students in the classroom.

iii. Plan, differentiate, assess, and modify curriculum, content, and instruction to the varying multiple diversities of students (language, socio-economic status, gender, race, religion, ethnicity, age, abilities, etc.).

Evidence: The teacher candidate will be able to:

1. Complete a unit plan that reflects and responds to the diversity of students.

g. Democracy

i. Develop dispositions and strategies that foster democratic values, civic engagement, and effective citizenship in their students.

Evidence: P-12 students will be able to:
1. Describe and demonstrate effective citizenship.
2. Describe and demonstrate civic engagement.
3. Demonstrate the behaviors expected of an effective citizen in a diverse society.
4. Describe and examine democratic values.

ii. Design and implement a classroom environment that promotes self-governance and mutual respect.

Evidence: The teacher candidate will be able to:
1. Promote open inquiry related to all aspects of the workings of society.
2. Describe and demonstrate an effective classroom management plan that is both democratic and learner-centered.

Evidence: P-12 students will be able to:
1. Describe and demonstrate respect for civil discourse.
2. Describe how their classroom operates.

h. Global Citizenship
i. Prepare K-12 students to be responsible citizens for an environmentally sustainable, socially just, globally interconnected, and diverse society.

Evidence: P-12 students will be able to:
1. Define an environmentally sustainable society.
2. Describe a globally interconnected society.
3. Describe the attributes of a diverse society.
4. Describe and demonstrate the behaviors expected of an effective global citizen in a diverse world.

4: Teacher candidates will understand teaching as a profession, including professional and ethical responsibilities, relevant law and policy, and educational foundations.

a. Foundations
i. Demonstrate an understanding of state and federal laws related to educational practice as these impact school and classroom rights and responsibilities.

Evidence: The teacher candidate will be able to:
1. Create a written action plan which demonstrates the teacher's responsibilities regarding child abuse, due process, civil rights, torts, disabilities, and copyright.

ii. Demonstrate knowledge of the important themes of educational history and philosophy.

Evidence: The teacher candidate will be able to:
1. Discuss the historical development in American education of local control, universal education, public education, comprehensive education, secular education, and the basic curriculum.
2. Demonstrate how different educational philosophies could be applied.

3. Compare three or more educational philosophies, giving the strengths and weaknesses of each.

    b. Professionalism
        i. Demonstrate the character traits of respectfulness, trustworthiness, fairness, caring, citizenship, and responsibility.
        Evidence: P-12 students will be able to:
            1. Describe how the teacher demonstrates respectfulness, trustworthiness, fairness, caring, citizenship, and responsibility.
        Evidence: The teacher candidate will be able to:
            1. Produce positive evidence from his/her cooperating teacher.
        ii. Demonstrate the dispositions and skills of effective educators.
        Evidence: The teacher candidate will be able to:
            1. Document how all disposition and skill referrals have been remediated.
            2 Produce positive evidence from his/her cooperating teacher.
        iii. Demonstrate the ability to communicate effectively with other educational professionals, students, and their parents.
        Evidence: The teacher candidate will be able to:
            1. Produce correspondence with other educational professionals, students, and parents.
            2. Develop a parent involvement plan.
            3. Produce positive evidence from his/her cooperating teacher.
        iv. Plan for ongoing professional development.
        Evidence: The teacher candidate will be able to:
            1. Develop a professional growth plan.

    c. Research
        i. Demonstrate the ability to investigate and synthesize information regarding current issues in educational practice.
        Evidence: The teacher candidate will be able to:
            1. Create a product (paper, presentation, etc.) in which current issues in educational practice are investigated and information is synthesized.
        ii. Demonstrate the ability to make instructional decisions based on relevant and reliable research.
        Evidence: The teacher candidate will be able to:
            1. Develop a plan (e.g., unit, lesson, IEP) based on relevant and reliable research.

5: Teacher candidates will participate in and reflect productively on multiple and diverse instructional field experiences.
    a. Successfully participate in multiple field experiences, progressing through successively more significant teaching and learning activities, culminating in student teaching.
    Evidence: Teacher candidates will be able to:

1. Compile a brief portfolio, which includes documentation of and a reflective essay for each field experience.
2. Document the successful completion of all field experiences by obtaining the approval of supervisors and cooperating teachers.

b. Engage in multiple field experiences that reflect the diversity found in the state of Washington.

Evidence: Teacher candidates will be able to:

1. Complete a classroom and student characteristics form for each field experience.
2. Gather community and school demographic information for each field experience and demonstrate its relevance to the field experience.
3. Demonstrate the ability to work effectively with diverse populations.

c. Participate in different forms of field experience including observation, interaction, application, and reflection.

Evidence: Teacher candidates will be able to:

1. Provide the evidence listed in 5.a above.

APPENDIX B

Implementation of Standard V in the Content Areas

The following is a collation of the activities of the content area programs and the Department of Education programs regarding the implementation of the new Standard V.

The first section provides a summary by program of the process used in generating new goals and activities for the standard. The key content components of the new standard are then grouped in the subsequent four sections, each of which is again organized by program.

Note there are a few programs not represented in this appendix, as they are currently working to finalize goals and activities.

I. Summary of Process Used by Programs to Incorporate New Standard V.

Biology

All Science Education faculty met on several occasions to discuss commonalities among the science content fields and how Standard V is currently addressed in our programs. The Departments did not need to add any new goals to address Standard V; however, analysis of the program highlighted a few places where knowledge and skills contained in Standard V could be made more intentional and specific. For example, in BIOL 492 teacher candidates participate in field research activities that emphasize science-based environmental decision making, including biodiversity, conservation, and sustainability.

Chemistry

All Science Education faculty met on several occasions to discuss commonalities among the science content fields and how Standard V is currently addressed. The Departments did not need to add any new goals to address Standard V; however, it was noticed that there were some places where the program could be more explicit about the knowledge and skill contained in Standard V. For example, in CHEM 492 teacher candidates create a standard operating procedure for a chemical procedure, but the alignment with Standard V could be strengthened by asking them to explore environmentally friendly chemical processes and disposal.

Earth Science

All Science Education faculty members met on several occasions to discuss commonalities among the science content fields and how Standard V is currently addressed. The Departments did not need to add any new goals to address Standard V; however, some places were noticed where an activity will be modified to better align with Standard V. For example, in SCED 324 a component of developing "green" alternatives to traditional laboratory experiments was added.

English

The Department makes curricular decisions through its program committee agenda process; decisions requiring department approval are forwarded for inclusion on the department meeting agendas. The goal of identifying ways in which preparation in the English/Language Arts competencies intersect with and/or support the goals for NCATE Standard V is facilitated by Patsy Callaghan, who participates in the Standard V Task Force where the relevant knowledge and skills are currently being articulated. Currently, discussions are in process in English/Language Arts as they are in other secondary disciplines regarding which Standard V knowledge and skills receive a balance of attention from the education professional sequence and content area methods classes, as well as where there might be overlap that should be remedied.

Family and Consumer Sciences

Students enrolled in the FCS Ed. program are generally compassionate and believe that life skills are some of the most valuable lessons taught in school today. In order to teach life skills, FCS Ed. students must take a wide range of courses. They are required to take classes in Nutrition, Consumerism, Family Studies, Housing, and Apparel. There will be a new program of study for the FCS Ed. students beginning September of 2009. In addition to the course work mentioned, students will also be required to take Adolescent Psychology and Program Management and Planning.

Foreign Languages

Foreign Language education faculty met to discuss how Standard V is addressed in its programs. The Department is still in the process of analyzing its programs to determine whether

or not changes will be necessary to address Standard V.

History/Social Studies

The faculty of the department operates as a whole unit when making decisions that affect policies, programs and curriculum. All tenured and tenure track faculty are involved in making recommendations and decisions that affect the entire department and its programs. Departmental committees conduct much of the organizational and policy work with recommendations being brought before the entire faculty for final decisions and votes. In the context of curriculum alignment with Standard V and other state standard revisions, initial drafts are generally created by Stephen Moore, and are then revised by the department's committee on curriculum and assessment before being brought before the entire faculty.

Fortunately, because the Department of History is currently undergoing external program review, the department has been able to make a timely and concerted effort to refine its program goals and to confirm that they are indeed consistent with Standard V goals.

Mathematics

The only changes that needed to be made to the program are the addition of Artistic to the student outcome and activities of program goal 1.

Music

Since the recent NCATE, NASM, and self-study reviews, as well as the revision of the Endorsement Competencies and Standard V, the music education faculty has been engaged in a thorough examination of the program and is developing new course proposals and realigning existing courses to address the various requirements. They have consulted with the department chair, the CEPS Dean, the CAH Dean, the University Assessment Network, and other committees relating to the Professional Education Sequence and general education program. Throughout this process, the emphasis on student-based evidence and integration across content areas will inform each of the courses' development.

Physical Education

The Teacher Preparation Physical Education Program has undergone extensive scrutiny during the last 6 years. The curricular program itself is only 8 years old after undergoing a significant revision. Review during the last 6 years has resulted in a recognition that this program has numerous strengths that continue to be tweaked on a regular basis. The greatest strengths of this program are in the following: the aspect of learner centeredness, reflective teaching, community opportunities, field experiences, and professionalism. At this point, the greatest weakness has been in the area of diversity. Since its inception, this area has been accommodated through visits to schools in Pasco and on the west side of the Cascades. Students have actively engaged in observing and when possible, working with students who are from very diverse, racially and socioeconomically, backgrounds. Recent additions have been field experiences with the Discovery School which is a middle school located on campus with at risk students in attendance. This diversity is still limited in the area of ethnicity.

Physics

All Science Education faculty members met on several occasions to discuss commonalities among the science content fields and how Standard V is currently addressed. The Department did not need to add any new goals to address Standard V; however, it was noticed that there were some places where the program could be more explicit about the knowledge and skill contained in Standard V. For example, in PHYS 492 students could be asked to develop and teach a lesson relating the topic of the day to energy sustainability.

Reading

The Reading Program met for several meetings during 2007-08 year and discussed how Standard V is addressed in reading courses and what new changes needed to be added. It was determined that the program did not need to add new goals, however it has strengthened and emphasized the following objective throughout its courses:

- *Experience multiple field experiences in diverse settings that are integral to the development of pedagogical, content knowledge and skills.*

Teacher candidates are required to actively demonstrate knowledge of the state standards throughout the Reading Minor through a variety of methods and inquiry/knowledge-based learning projects.

The Reading Program centers on the Washington State Reading Standards that include the following:

Foundational Knowledge: Candidates have knowledge of foundations for reading and writing processes and instruction.

Assessment, Diagnosis, and Evaluation: Candidates demonstrate knowledge of the assessment/evaluation/instruction cycle and how to use a variety of assessment tools and practices to plan and evaluate effective reading instruction.

Instructional Strategies and Curriculum Materials: Candidates have knowledge of a wide range of instructional practices, approaches, methods, and curriculum materials to support reading and writing instruction.

Creating a Literate Environment: Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, use of instructional practices, approaches and methods, curriculum materials and the appropriate use of assessments.

Professional Development: Candidates view professional development as career-long effort and responsibility. Candidates demonstrate deep understanding of the *pedagogical knowledge and practice* specific to the teaching of reading and writing.

Reading courses (EDRD & EDCS 424) are taught on all campuses (Ellensburg, Wenatchee, Yakima, DesMoines, Green River, Lynnwood, Pierce). Instructors utilize a generic syllabus; however, instructors add activities unique for that campus. Through these activities, teacher candidates then demonstrate mastery of objectives and state standards. Therefore, Activities listed below may not be inclusive of *all* courses at *all* campus sites.

School Health

The Teacher Preparation Program for School Health Education results in a Health and Fitness endorsement with the state. The curriculum has been updated and revised through the years to be able to offer the most comprehensive school health education teacher preparation major in the state. Program review meetings in the Health Education Program are used to accomplish curriculum revision. Nevertheless, in the most recent review over the last 13 months and in consultation with the department's Physical Education Program a proposal has been submitted to blend the PE major with the School Health major and create a Physical Education and School Health (PESH) major. This will reduce confusion within the two programs and help to better prepare majors that are more qualified to teach both PE and Health in the schools.

Special Education

The special education program (EDSE) has a longstanding tradition of meeting weekly to monitor the program based on outcomes and adjust based on student performance and changes in legislation, state/national policies and professional (Counsel for Exceptional Children) standards. Discussion of the implementation of Standard V was included during the 2007-8 academic year EDSE meetings. Because the EDSE curriculum is more pedagogy (vs. academic content) driven, addressing the pedegogical dimensions of teaching was our focus. Assuming the perspective of a 'revised Standard V' (i.e., student- vs. teacher-candidate evidence), discussions tended to revolve around EDSE 495 – practicum – and how teacher candidates and the EDSE program might be evaluated in the future. Dr. Majsterek's participation in the spring '08 workshop on Standard V that was led by Dr. Donahue (along with other Standard V meetings attended by Dr. Curran and him) provided grist for these discussions. Based on what was presented, faculty agreed that

curricular revisions would be minimal as EDSE foci for teacher candidates are administrative-procedural (e.g., IEP writing) and pedagogical- versus content-focused (e.g., physical education, secondary education).

The pedagogical-versus-academic emphasis is evinced in the state's administrative posture of noting that EDSE graduates are not 'highly qualified' to provide content-area instruction unless a content-focused certification (e.g., elementary education, math, science) is also earned in teacher preparation. It was agreed that the empirical (behavioral) perspective that drives EDSE is based on data collection, not only related to teacher candidates but to student performance – the focus of Standard V. Thus, the program's culminating experience, EDSE 495, was considered to be aligned well with the revised Standard V.

Technology

Teacher candidates in the technology education program take a wide variety of courses including industrial and engineering technology, electrical engineering, mechanical engineering and safety related courses. The "engineering nature" of these courses contain high levels of integrated math, science, and aesthetic reasoning already, so no changes needed to be made to existing coursework. Sustainable practices in the department are quite evident. The department is in the design phase of planning a new building to house its courses that will eventually be a learning environment that will be one of the "greenest" buildings on campus. Coursework will likely be modified at that time to include the learning stations (e.g. windmill and solar panels on the roof) that will be evident in the LEED building. There are numerous opportunities for technology education students to practice communication and collaboration throughout their coursework and thus no changes were needed in response to Standard V. The only real change that needed to be made at this time was to make the change in the wording of Goal 2 to be more intentional in the integration of mathematical, scientific, and aesthetic reasoning.

Theatre Arts

Use of technology, mathematics, science, reasoning, and problem solving are an inherent part of the multi-media, collaborative nature of theatre arts, so there actually were not many changes to be made in existing classes or coursework. Sustainable practices and resource stewardship have also been practices of the department for some time, as it regularly recycles and re-use set pieces, costumes and properties and trains its students to consider environmentally responsible alternatives when creating and producing theatre. Providing opportunities for students to experience and learn about diverse cultural and aesthetic norms has also been a long-standing goal of the department and again, there were no changes in coursework or classes to adjust to the new Standard V. Communication is also an inherent skill in successful collaboration; there are repeated opportunities for students to practice communication and collaboration throughout their coursework in Theatre Education. Thus, department faculty met once to review and reiterate the existing opportunities and assessments in our program which intersect with Standard V.

II Goals and activities related to curricular integration of mathematical, scientific, and aesthetic reasoning into content instruction.

Bilingual/TESL
Goal 1. The students will be prepared to assess and evaluate the student progress via both quantitative and qualitative methods.
> EDBL 439
>> *Activity*: The students analyze the commercially available assessment tools.

Goal 2. The students will be encouraged to demonstrate their empathy and commitment towards social justice.
> EDBL 312
>> *Activity*: The students conduct a survey of the local district and programs offered to meet the needs of diverse student populations.

Biology
Goal 1: Demonstrate an ability to individually and collaboratively engage in inquiry and integrate the nature of science.

> Biology laboratories (BIOL 181-183, 213, 321, 322/323, 360, 427, 355/356, 441, 455, and 470):
>> *Activity:* Teacher candidates integrate mathematical, aesthetic, and scientific reasoning in multiple hands-on investigative experiences throughout their program, both individually and collaboratively. For example, in BIOL 213, candidates work with applied statistics and mathematical problem-solving, using symbols and graphs to derive meaning. In BIOL 427, candidates perform bioinformatic analyses of allele distribution across global populations. Other courses such as BIOL 360 require mathematical modeling of complex systems. Furthermore, CHEM 181-183 and CHEM 362 courses require these forms of reasoning as well.

> BIOL/SCED 495
>> *Activity:* Individual scientific research projects are conducted by teacher candidates with a research mentor. Applied statistics are emphasized.

Goal 2: Explain and apply fundamental science content concepts, principles, and methods.

> All Biology lectures and labs (BIOL 181-3, 213, 321, 322/323, 360, 427, 355/356, 441, 455, and 470):
>> *Activity:* Teacher candidates learn biological concepts and scientific reasoning skills through independent and small group class assignments. For example, candidates discuss factors that affect populations, allele frequencies, cellular processes, physiology, and ecological systems. These courses require students to integrate theory with applied practice in laboratory settings using mathematical tools.

Chemistry
Goal 1: Demonstrate an ability to individually and collaboratively engage in inquiry and

integrate the nature of science.

> All chemistry and physics laboratories (CHEM 181-3Lab, 332Lab, 361Lab, 431Lab, PHYS 181-3Lab):
>> *Activity:* Teacher candidates integrate mathematical, scientific, and aesthetic reasoning in multiple lab experiences throughout their program, both individually and collaboratively. For example, in 431Lab teacher candidates collaboratively isolate an enzyme and as individuals they characterize that enzyme in terms of pH dependence, kinetic constants, or activation energy. They use symbolic and graphical representations to understand their data.

> CHEM 495
>> *Activity:* Individual scientific research projects are conducted by teacher candidates with a research mentor.

Goal 2: Explain and apply fundamental science content concepts, principles, and methods.

> All chemistry lectures and labs (CHEM 181-3, 332, 350, 361-2, 381, 431):
>> *Activity:* Teacher candidate learn chemical concepts and scientific reasoning skills through independent and small group class assignments. For example, teacher candidates discuss factors that effect reaction rates and solve problems related to kinetic molecular theory, then transfer their knowledge into laboratory inquiries where they integrate mathematics, symbolic and graphical representations to determine rate order.

Earth Science
Goal 1: Demonstrate an ability to individually and collaboratively engage in inquiry and integrate the nature of science.

> All physical science classes/laboratories (GEOL 101LAB, 200, 210, 302, 320, 350, 370, 380, 386, 495, CHEM 111 or 181LAB, PHYS 101):
>> *Activity:* Teacher candidates integrate mathematical, aesthetic and scientific reasoning in multiple lab experiences throughout their program, both individually and collaboratively. For example, in GEOL 386 groups of teacher candidates pose a scientific research question, collect mathematical data on stream characteristics, and plot up the results both graphically and schematically. In GEOL 350 individual teacher candidates must create a book which visually depicts the changing geologic environment and life forms of a region of the Pacific NW over the course of the last 200 million years.

Goal 2: Explain and apply fundamental science content concepts, principles, and methods.

> All physical science classes/laboratories (GEOL 101LAB, 200, 210, 302, 320, 350, 370, 380, 386, 495, CHEM 111 or 181LAB, PHYS 101):
>> *Activity:* Teacher candidate learn earth science concepts and scientific reasoning skills through independent and small group class assignments such as those mentioned above.

> MATH 153
>> *Activity:* This entire course is dedicated to the mathematical skills and concepts needed to underpin mathematical applications to other science work.

English
Goal: Students who receive an English/Language Arts endorsement will be familiar with and be able to apply critical thinking skills to design research-based instruction.

Critical thinking skills are developed as part of students' general education preparation. In

English/Language arts, the critical skills are tested and integrated as students construct instructional sequences in alignment with state standards. The research which they must take into account uses various methodologies, including scientifically-based studies regarding learner characteristics and learning development that require mathematical understanding to fully appreciate. The Department has made changes to its rubrics to make assessment of critical thinking skills more explicit and specific in alignment with the development of university-wide General Education outcomes.

Goal: Aesthetic Reasoning: Students who receive an English/Language Arts endorsement will be able to create meaning through the analysis of or by participating in imaginative/aesthetic production.

Promulgated in the required literature sequence and creative writing courses, this skill is tested and practiced in the context of the English methods courses through the design and teaching of lessons related to the art and craft of literary and rhetorical understanding. The Department has revised its assessments of instructional design to reflect students' ability to a) examine ways in which beliefs and values affect interpretations of experiences and events; b) analyze works of literature and the humanities as expressions of individual and human experience within historical and social contexts; c) apply critical and analytical approaches typical of the humanities to formulate, justify, and evaluate substantive claims; d) create meaning through the analysis of or by participating in imaginative/aesthetic production.

Family and Consumer Sciences
   NUTR 245 and NUTR 140
      Activities:
      1. The labs utilize math on a daily/weekly basis by requiring students to add, subtract, multiply, and divide
      2. Students double and/or cut recipes in half
      3. Students figure BMR/BMI
   FCSA 355
      Activity: The lab utilizes math, science, and aesthetic reasoning as students test fabric for appeal to the consumer through burn testing, color fastness, resiliency, etc .
   FCSH 166
      Activity: The lab utilizes aesthetic reasoning as students create and/or evaluate client boards for homes and rooms
   FCSG 320
      Activity: Students work with applied math through problem solving for financial plans related to FCCLA programs
   FCSC 371; topics are discussed with practical application as:
      Activities:
      1. Students create usable budget worksheets for now, and hypothetical budget worksheets for the future
      2. Students must analyze their use of credit and/or credit cards
      3. Students complete at lease two analysis assignments of how advertising effect/affects what and why they purchase particular items
      4. Students use math to figure their current net worth
      5. Students use math to show what they want their net worth to be and how they will get there
   FCSF 336
      Activity: Class activities related to family finance are: class discussion, oral and written presentations, written lesson plans, cost analysis breakdowns, self analysis written

reports, individual research projects, etc.

FCSF 235
> *Activity*: Class activities related to family finance are: class discussions, oral and written presentations, written lesson plans, cost analysis breakdowns, self analysis written reports, individual research projects, etc.

FCSC 472
> *Activity*: Activities related to stress; family finance; food for the family; clothing for the family; the family ecosystem; and ecology in the home are: class discussions, oral and written presentations, written lesson plans, cost analysis breakdowns, self analysis written reports, individual research projects, etc.

Foreign Languages
Goal 1: To ensure that students acquire and develop disciplined habits of critical thinking and creative expression, thus enabling students to make and communicate enlightened judgments.

FNLA 481, FNLA 482, FNLA 483
> *Activity:* Various theories of second language acquisition are analyzed from a scientific perspective and students conduct research based on psycholinguistic principles. Experimental design is addressed with particular attention paid to *validity*, *reliability* and *generalizability*.

301, 310 and all 400-level literature courses
> *Activity:* Students seek to understand literary/cultural texts in relationship to their literary and sociohistorical contexts.

History/Social Studies
Goal 1: Students will be able to apply reasoning skills to conduct research, deliberate, form and evaluate positions through the processes of reading, writing, and communicating.
AND
Goal 2: Students will engage in historical analysis and critical reasoning.

All elective courses in the social studies, and also especially the required HIST 302, HIST 421, and HIST 481.
> *Activity*: In all of the history and social studies coursework that teacher candidates undertake, students are required to use a variety of critical thinking and reasoning skills. For example, the social science courses taken by students require student use of the (social) scientific method as a mode of inquiry. Similarly, all students must also complete empirical, including quantitative, research in their research-based classes, most notably the introductory research course, HIST 302, and the capstone research course HIST 481. In the rubrics utilized for the assessments associated with these sources, the ability to integrate this type of reasoning into their collection and analysis of primary sources is an important component.

Goal 3: Prospective teachers will demonstrate knowledge of the major issues, philosophies, and methodologies of history and social studies education and be able to design pedagogically effective teaching strategies for the K-12 classroom.

HIST 421
> *Activity*: <u>Aesthetically</u>, students are also required to use primary and secondary visual and audio sources, such as music, art, theater, and video for written research purposes but also as teaching tools as part of effective lesson planning and curriculum unit design in HIST 421.

Mathematics

Goal 1: Experiences in Learning Mathematics

Student Outcome: Students will create mathematical representations to model scientific and artistic phenomena.

MATH 355, MATH 455, MATH 360, MATH 361, MATH 331, MATH 332, MATH 430, MATH 320, MATH 299E, MATH 323, MATH 499E

Activities: Students will be given scientific and artistic problems to solve using a mathematical model and explain the connections between the two different academic areas.

Goal 3: Mathematical Thinking

Student Outcome: Students uses their knowledge of mathematical communication and making connections to explain how scientific and artistic ideas are interconnect and build on one another to produce a coherent whole.

MATH 355, MATH 455, MATH 360, MATH 361, MATH 331, MATH 332, MATH 430, MATH 320, MATH 299E, MATH 323, MATH 499E

Activities: Students will be given orally and written projects problems that are scientific and artistic based. The students must explain how mathematics connects and builds the separate ideas into produce a coherent whole.

Music

Goal: Understand and demonstrate skill in music theory and practice (area 1 of endorsement competencies)

MUS *64: Major applied study

Activity: Lessons, studio classes and performance juries. Aesthetic reasoning, scientific reasoning (sound production and acoustics of major performance medium)

MUS 144-6, 244-6 and MUS 359, 372-4

Activity: Class assignments, performance evaluations, examinations. Aesthetic reasoning, mathematical reasoning

Large and Small Ensembles

Activity: Rehearsals and performances. Aesthetic reasoning.

Physical Education

Learning Outcome 3

PE 341C

Activity: Assessment Development, Unit Development

PE 340C

Activity: Reflective Teaching Experiences

Learning Outcome 6

PE 342B

PDA Assessment Experiences

HRM Tracking and associated calculating

Learning Outcome 7

PE 342B

PDA and HRM Technology for Assessment

PE 341C
  Unit Plan Presentations

PE 342C
  Honors Camp Presentations

Physics
Goal 1: Demonstrate an ability to individually and collaboratively engage in inquiry and integrate the nature of science.

  All physics laboratories (PHYS 181-3Lab, 331, 333, 361, 363; CHEM 181-182Lab)
    Activity: Teacher candidates integrate mathematical and scientific reasoning in multiple lab experiences throughout their program, both individually and collaboratively. For example, in 331, students develop and analyze a complex circuit.

  PHYS 495
    Activity: Individual scientific research projects are conducted by teacher candidates with a research mentor.

Goal 2: Explain and apply fundamental science content concepts, principles, and methods.

  All physics lectures and labs (PHYS, 181-183, 181-3Lab, 317-318, 331, 333, 361, 363; CHEM 181-182, 181-182Lab; MATH 172, 173, 265, 272, 273):
    Activity: Teacher candidate learn physics concepts and scientific reasoning skills through independent and small group class assignments. For example, teacher candidates develop their own versions of classic physics experiments in PHYS 333. They study the concepts, perform the experiments and present the results to their peers.

  PHYS 317-318, 331, 333, 361, 363):
    Activity: Teacher candidate apply aesthetic reasoning as one tool for the analysis of scientific diagrams. For example, teacher candidates analyze circuit diagrams in PHYS 331 to determine the circuit with the desired output given the fewest circuit components. Teacher candidates analyze computer programs in PHYS 361 to determine the simplest program to give the desired output.

Reading
Goal 1: Teacher candidates will integrate mathematical, scientific, and aesthetic reasoning within literacy process, skills, and products.

  EDRD 309 Reading II
    Activity: Teacher candidates analyze a student's qualitative and quantitative literacy development data on Informal Reading Inventories.
    Activity: Teacher candidates demonstrate the use of research-based literacy strategies in a variety of content areas: math, science, social studies, history, geography, and health.

  EDRD 410 Teaching Word Recognition Skills
    Activity: Teacher candidates analyze assessment materials & instructional planning methods.

  EDRD 411 Teaching Comprehension
    Activity: Instructional Course Content Activities-Teacher candidates create content area reading strategies.

EDRD 412 Assessment of Reading Skills
> *Activity*: Teacher candidates analyze student literacy qualitative and quantitative data on Informal Reading Inventories, running records, and other literacy assessments. Teacher candidates compile a case study based on the analysis of data.

EDRD 417 Reading Readiness and Beginning Reading
> *Activity*: Teacher candidates create a literacy embedded socio-dramatic play center (LESDPC) for preschool/primary age children. The LESDPC is implemented in a community or classroom setting. The LESDPC offers children the opportunity to integrate the play-based exploration of math, science, and literacy processes and products. The action of play in within the LESDPC meets the standard of aesthetic reasoning.

EDRD 419 Storytelling Techniques
> *Activity*: Teacher candidates use storytelling as a technique to integrate the language arts processes in the content areas. Through in-class storytellings, the candidates convey their understandings of content in math (ex: story problems) and science (ex: information about black holes). The process of storytelling meets the standard of aesthetic reasoning.

EDRD 420 Teaching Language Arts
> *Activity*: Service project integrating Health literacy with writing. Teacher candidates research health statistics and needs in the Sudan in order to create books to teach the Sudanese about healthy living.

EDCS 424 Reading in the Content Areas
> *Activity*: Problem-Based Learning Instructional Activities- Teacher candidates present a variety of content area activities in different content areas through simulations.

School Health

Goal 4. Students will develop a logical comprehensive 16 week health education scope and sequence curriculum plan.
> Course Number: HED 345
> > *Activity*: Students need to sequence a comprehensive health education scope and sequence into a 16 week instructional time period being sure that all standards and EALR's have the potential to be addressed by content. Students use mathematical reasoning to determine the number of class sessions available, the length of those class sessions, and the number of subtopics needed to implement health content into a specific time and date allocation.

Special Education

Major outcomes for teachers-in-training in the Special Education program are:
1) mastery of course competencies established for effective teaching; 2) successful demonstration of these competencies in diverse situations; and 3) promotion of collaborative efforts with parents and school personnel to meet the needs of students with special needs (2008, p. 4).

EDSE 310, <u>Introduction to Special Education</u> (4). Designed to introduce prospective teachers to the legal requirements of special education including eligibility, programming, and instruction. Skills necessary for collaborative relationships in the multidisciplinary team process will also be emphasized.

EDSE 311, Foundations of Special Education (3). Designed to provide prospective teachers with the necessary foundations for successful completion of the special education course of study including end-of-program assessment, undergraduate research, and written and oral communication skills

EDSE 410, Behavior Management for Students with Disabilities (3). Fundamentals of behavior change related to the education of students with disabilities. Monitoring individual student progress and utilizing data collected for program instructional change.

EDSE 411, Assessment for Students with Disabilities (4). Selecting, administering, scoring, and interpreting formal assessment tools. Designing and using informal testing techniques.

EDSE 422, Teaching Strategies, Curriculum, and Materials for Students with Disabilities (5). Individual, small group, and large group teaching strategies essential to individualized education programs, and selection, evaluation, and adaptation of commercially available materials including computer applications.

EDSE 426, The Child with Language Disabilities (3). An exploration of the child with language disabilities (age birth-6) from the perspective of normal language development, assessment strategies, and remedial techniques. Recommended for teachers of children of children with mild and severe disabilities.

EDSE 431, Program Management for Students with Disabilities (4). Designed to introduce prospective teachers to the legal requirements of special education including eligibility, programming, and instruction Also emphasizing skills necessary for collaborative relationships in the team process.

EDSE 433, Preschool for Students with Developmental Delays (3). An overview of services for children with disabilities, ages birth - 6: enabling legislation, risk factors, educational development, early detection, alternative delivery systems, intervention approaches, physical facilities, and environments.). Prerequisites: EDSE 302, 310, OR permission of instructor.

EDSE 432, Career Education for Students with Disabilities (3). Career awareness, prevocational, and vocational education. Prerequisites: EDSE 410, 411, 422.

EDSE 460, Collaboration with Parents, Paraprofessionals, and Community Agencies (4). Designing multidisciplinary teams including community agencies, paraprofessionals, and parents to provide effective programs for students with disabilities.

EDSE 489, Research and Inquiry (2). Capstone course involving extensive research into a category of disability and related issues; includes synthesis and oral presentation of research findings. Prerequisites: EDSE 310, 311, 410, 411, 422.

EDSE 495, Practicum (16). Practical experience with children having learning, behavioral, or physical disabilities; using behavior management techniques in an effort to bring the child up to maximum potential as determined by his/her flexibility, sociality, and capacity. Prerequisites, completion of all special education major course requirements and full admission to the Teacher Education Program. Grade will be S or U.

   EDSE 495
      Activity: In this culminating practicum, majors are required to demonstrate competencies

related to each successfully completed EDSE course. Toward that end, a rough-draft portfolio of artifacts from the courses is a prerequisite for practicum. Since some of the practicum measures of these courses are observed through 'student-based evidence' (e.g., assessment data, behavioral change data, teaching strategies outcome data) faculty hold that outcomes have already been in line with the 'revised Standard V.

Integration of 'mathematical, scientific, and aesthetic reasoning' will be a function of the teacher candidates' area of emphasis (e.g., elementary education, math/science education, art/music education) and will be evaluated during appropriate student teaching in these areas.

Technology
Goal 2: Demonstrate effective planning, preparation, and delivery of technology education lessons and plans that integrate mathematical, scientific, and aesthetic reasoning.
   IET 430
      Activity: Students develop and teach a lesson on a technology education topic which includes the integration of science, math, technology, and/or engineering concepts that have been learned from previous coursework in the major.
   EET 221
      Activity: Students use a variety of equations during their lab work. An example   would be writing mesh (loop) equations.
   IET 145
      Activity: Students will calculate the number of board feet of lumber required to build a project and determine the total cost to build the project.
   IET 161
      Activity: Students will design and draw to industry specifications a building that is structurally sound and aesthetically pleasing.
   IET 210
      Activity: Students calculate energy, power, work, horsepower, mechanical advantage, and energy conversion ratios. Students will also perform heat-loss calculations for a house they design.
   MET 310
      Activity: Students calculate an output force; given an output cylinder area, input force, and cylinder area for either a hydraulic or pneumatic system.
   CMGT 245
      Activity: Students will estimate the required quantities of construction materials for a given building such as concrete for: 1. footing, foundation wall, floor, 2. framing materials for walls, 3. sheathing material for roof, etc.

Theatre Arts
Goal 1. Students will use mathematical calculations and scientific reasoning to promote and maintain safety and fiscal responsibility in producing theatre arts
   TH 268
      Activity: Students pass a quiz, correctly using a math formula to calculate the amount of wattage and electricity a circuit can safely handle for theatrical lighting
   TH 367
      Activity: Students correctly use mathematics to create an accurate budget for materials to construct a piece of scenery using wood and metal, as well as available plastics, cloth, and other construction materials.
    TH 367
      Activity: Students design and build a scenery piece, using wood and metal, maintaining accurate measurements and creating and following a build plan and pattern precisely.

TH 420
   Activity: Students use math skills to accurately create viable budgets, with detailed income and outcome explanations and plans, including materials, royalties and advertising expenses for the complete production of a play.

Goal 2. Using aesthetic reasoning, students will use a variety of criteria (audience needs, artistic interests, aesthetic variety, educational goals, audience age range, style, budget and subject) to create a complete an appropriate season of plays for diverse theatre companies and educational theatre programs
   TH 420
   Activity: Students create a full season of plays for diverse populations and programs, which they present and defend, using aesthetic and quantitative reasoning, to their peers.

III Goals and activities related to creating an environmentally sustainable, globally interconnected, diverse society.

Bilingual/TESL
Goal: The students will be prepared to work with culturally and linguistically different populations in ever increasing global communities.
>   EDBL 318
>> *Activity* : The students create lesson plans according to various approaches of multicultural education.

Biology
Goal 2: Explain and apply fundamental science content concepts, principles, and methods.

>   All biology lectures and labs (BIOL 181-3, 213, 321, 322/323, 360, 427, 355/356, 441, 455, and 470):
>> *Activity:* Teacher candidates learn content that helps them to understand and positively interact with their local and global environment. For example, candidates discuss the chemical and biological bases for quantitative trends of global warming, and the impacts of loss of biodiversity.

>   BIOL 492
>> *Activity:* Teacher candidates assist in the conduct of student-driven investigative research focused on various elements of the environment, including water quality, nutrient cycling, agricultural impacts, and macroinvertebrate response to pollutants to name a few.
>> *Activity:* Teacher candidates are taught to increase environmental awareness and reducing human footprint.

Goal 4: Create safe, effective learning environments that support inquiry, collaboration, intellectual risk-taking, ethical decision-making, and student construction of knowledge.

>   BIOL 492
>> *Activity:* Teacher candidates assist in the conduct of student-driven investigative research focused on various elements of the environment, including water quality, nutrient cycling, agricultural impacts, and macroinvertebrate response to pollutants to name a few. Candidates help facilitate research within collaborative student teams. Research projects develop over the academic term by building on work from previous weeks.

>   SCED 324
>> *Activity:* Lesson plans generated by teacher candidates must contain safety protocol that is environmentally friendly.
>> *Activity:* Teacher candidate lesson plans contain evidence that they have researched "green" alternatives to traditional experiments.

Goal 6: Demonstrate an ability to make science personally and socially relevant to individual and community by incorporating current events within collaborative and social networks.

>   BIOL 499S or SCED 487
>> *Activity:* Teacher candidates provide evidence of ability to promote collaboration and relevance to community using current issues within the discipline. This activity gives teacher candidates the opportunity to see how a scientific community communicates on a local and global scale.

>   SCED 324
>> *Activity:* Teacher candidates create an individual bias reduction plan articulating how

they will ensure an open and equitable classroom environment to accommodate a diverse society. They also develop a science reform plan for initiating and sustaining productive change in their school and local community.

BIOL 427
Activity: Teacher candidates create a community-based research project organized around a pressing biological need. For example, candidates create an integrated research proposal focused on various aspects of salmon habitat, wetlands restoration, or elk populations. Concept maps are used to summarize key concepts and promote aesthetic reasoning. Project elements include integrated curriculum, interdisciplinary connections to other disciplines and community, facilities, and potential funding mechanisms.

BIOL 492
Activity: Teacher candidates apply their skill at accommodating a diverse society by creating an open and equitable classroom environment.

Chemistry
Goal 2: Explain and apply fundamental science content concepts, principles, and methods.

All chemistry lectures and labs (CHEM 181-3, 332, 350, 361-2, 381, 431):
Activity: Teacher candidates learn content that helps them to understand and positively interact with their local and global environment. For example, teacher candidates discuss the chemical basis for observed quantitative trends of global warming.

CHEM 492
Activity: Teacher candidates perform an integrated task of organizing chemicals based upon hazard class and determine proper storage and disposal.
Activity: Teacher candidates create a standard operating procedure (SOP) for a scientific method is environmentally friendly.

Goal 4: Create safe, effective learning environments that support inquiry, collaboration, intellectual risk-taking, ethical decision-making, and student construction of knowledge.

CHEM 492
Activity: Teacher candidates perform an integrated task of organizing chemicals based upon hazard class and determine proper storage and disposal.
Activity: Teacher candidates create a standard operating procedure (SOP) for a scientific method is environmentally friendly.

SCED 324
Activity: Lesson plans generated by teacher candidates must contain safety protocol that is environmentally friendly.
Activity: Teacher candidate lesson plans contain evidence that they have researched "green" alternatives to traditional experiments.

Goal 6: Demonstrate an ability to make science personally and socially relevant to individual and community by incorporating current events within collaborative and social networks.

CHEM 488 or SCED 487
Activity: Teacher candidates research a scientific or pedagogical professional development topic of their choosing. This activity gives teacher candidates the opportunity to see how a scientific community communicates on a global scale.

SCED 324

Activity: Teacher candidate create an individual bias reduction plan articulating how they will ensure an open and equitable classroom environment to accommodate a diverse society.

CHEM 492
Activity: Teacher candidates apply their skill at accommodating a diverse society by creating an open and equitable classroom environment.

Earth Science
Goal 2: Explain and apply fundamental science content concepts, principles, and methods.

All physical science classes/laboratories but particularly GEOL 200, 302, 380, 386:
Activity: Teacher candidates learn content that helps them to understand and positively interact with their local and global environment. For example, in GEOL 380 teacher candidates analyze environmental issues and hazards and propose mitigation techniques.

Goal 4: Create safe, effective learning environments that support inquiry, collaboration, intellectual risk-taking, ethical decision-making, and student construction of knowledge.

GEOL 492B
Activity: Teacher candidates help organize and conduct two field trip experiences for undergraduate students to work together in groups to answer geologic questions.

SCED 324
Activity: Lesson plans generated by teacher candidates must contain safety protocol that is environmentally friendly.
Activity: Teacher candidate lesson plans contain evidence that they have researched "green" alternatives to traditional experiments.

Goal 6: Demonstrate an ability to make science personally and socially relevant to individual and community by incorporating current events within collaborative and social networks.

SCED 487
Activity: Teacher candidates research a scientific or pedagogical professional development topic of their choosing. This activity gives teacher candidates the opportunity to see how a scientific community communicates on a global scale.

SCED 324
Activity: Teacher candidate create an individual bias reduction plan articulating how they will ensure an open and equitable classroom environment to accommodate a diverse society.

GEOL 492B
Activity: Teacher candidates apply their skill at accommodating a diverse society by creating an open and equitable classroom environment.

English
Goals: Students who receive an English/Language Arts endorsement will be able to 1) discuss significant characteristics of a specific ethnic, regional, oral or gendered tradition in terms of specific works, and 2) discuss the ways in which construction of such specificities as gender, ethnicity, class, and sexual orientation shape texts and writers.
All courses
Activities: Current: Required artifacts must take into account ELL, special needs, and culturally diverse student backgrounds. Course materials and research address specific

instructional strategies for meeting the needs of culturally and linguistically diverse student populations.

Family and Consumer Sciences

FCSF 336
Activity: Activity/assignment that deals with the environment of the home and family culture

FCSC 371
Activity: In class and out of class activities/assignments that require management of personal and family finances; discussion on cultural heritage and part if place in families

FCSA 351
Activity: Entire class (10 weeks) entire class is on how culture and peers affection what and why we wear certain clothing and react in certain ways

FCSH 367
Activity: 10 week class/discussions/assignments on housing for families in various cultures

FCSC 472
Activity: In class and out of class discussion/assignments on the family ecosystem and how problems can be solved to improve individual and family life

NUTR 140
Activity: Various food is discussed in relation to culture

FCSH 166
Activity: Learning to do things differently will ultimately enable individuals and families to create sustainable interconnected societies

FCSF 337
Activity: Various cultures view sexuality differently; understanding those views allows for individuals and families to create interconnected societies

Foreign Languages

Goal 1: To offer students opportunities to engage in local or global experience within their target language.

All Foreign Language courses
Activity: Through foreign language instruction which, by nature includes cultural instruction, all FL courses provide a globally relevant experience that equips students to participate in a diverse society.

Study Abroad
Activity: All foreign language students are encouraged to participate in a study abroad experience. These experiences typically instill a sense of belonging to a more global community than that found in students who do not take part in a study abroad program.

History/Social Studies

Goal 1: Consistent with Washington State Core Competency 3.0 for Geography, the student will be able to apply themes of place, region, location, and movement to demonstrate knowledge of how geographic features and human cultures shape and impact environments.
AND
Goal 2: Help students to expand their cultural horizons beyond the region and the nation.
AND
Goal 3: Students will demonstrate historical knowledge of the major areas of the world, including the United States.

Multiple geography, history, political science, economic, sociology and anthropology course requirements and electives.

> *Activity*: By definition, the social studies are concerned primarily with how humans interact with each other and their environment. Cultural diversity and multiculturalism, globalism, and sustainability are thus all central ideas of each of the social studies disciplines. Specific examples of activities that require student to produce work consistent with Section III include, but are not limited to: the History and Diversity in Education essay assignments for HIST 421 as well as essays written for all history courses, particularly research papers in upper-division courses that deal specifically with human diversity as well as the human ability to coexists with the environment, sometimes in sustainable and sometimes in unsustainable ways. Likewise, papers and projects assigned in geography courses specifically require students to articulate the ways in which diverse peoples and places are globally connected in both sustainable and unsustainable ways.

> Also important: the department has made a concerted effort to encourage and facilitate a study-abroad experience into programs of study for both non-teaching and teaching majors.

Mathematics
Goal 3: Mathematical Thinking

> Student Outcome: Students uses their knowledge of mathematical communication and making connections to explain how environmental and cultural issues are interconnect and build on one another to produce a complex coherent whole.

MATH 355, MATH 455, MATH 360, MATH 361, MATH 331, MATH 332, MATH 430, MATH 320, MATH 299E, MATH 323, MATH 499E

> *Activity*: Students will communicate both orally and in writing environmental and cultural project problems.

Goal 4: Historical and Cultural Perspective

> Student Outcome: Students will explain how the historical development of mathematics contributed to environmental and cultural diversity and globally coherence.

MATH 355, MATH 455, MATH 360, MATH 361, MATH 331, MATH 332, MATH 430, MATH 320, MATH 299E, MATH 323, MATH 499E

> *Activity*: Students communicated both orally and in writing how a mathematical development of each mathematical discipline was shape and did shape cultures and the environment.

Music
Understand Artistic Processes, communication through music, and **connections** (areas 2-4 of endorsement competencies)

> MUS 144-6, 244-6 and MUS 359, 372-4
>
> *Activity*: Class assignments, performance evaluations, examinations. Includes world music and develops understanding of social sustainability (Lashway); i.e. the role of the musician and teacher in preserving and transmitting culture.
>
> MUS 323, 325, 329 (Methods courses)
>
> *Activity*: Readings and reflections on philosophy of music education in a diverse, democratic society. Lesson planning incorporating integration of other content areas into music classroom.

Physical Education
Learning Outcome 2
> PE 340A
>> *Activity*: Observations at variety of schools
>
> PE 342C
>> *Activity*: Reflective Teaching Experience at Middle School Honors Camp

Learning Outcome 5
> PE 340C
>> *Activity*: Reflective Teaching Experience at Discovery School and Family Activity Program

Physics
Goal 2: Explain and apply fundamental science content concepts, principles, and methods.

> All physics lectures and labs (PHYS, 181-183, 181-3Lab, 317-318, 331, 333, 361, 363; CHEM 181-182, 181-182Lab; MATH 172, 173, 265, 272, 273):
>> *Activity:* Teacher candidate learn physics concepts and scientific reasoning skills through independent and small group class assignments. For example, teacher candidates study the contributions of physicists from different cultures in PHYS 317-318.

Goal 4: Create safe, effective learning environments that support inquiry, collaboration, intellectual risk-taking, ethical decision-making, and student construction of knowledge.

> PHYS 492
>> *Activity:* Teacher candidates apply their skill at leading an inquiry activity in a physics lab.

> SCED 324
>> *Activity:* Lesson plans generated by teacher candidates must contain safety protocol that is environmentally friendly.
>> *Activity:* Teacher candidate lesson plans contain evidence that they have researched "green" alternatives to traditional experiments.

Goal 6: Demonstrate an ability to make science personally and socially relevant to individual and community by incorporating current events within collaborative and social networks.

> PHYS 492
>> *Activity:* Teacher candidates apply their skill at accommodating a diverse society by creating an open and equitable classroom environment.

> SCED 324
>> *Activity:* Teacher candidate create an individual bias reduction plan articulating how they will ensure an open and equitable classroom environment to accommodate a diverse society.

> SCED 487
>> *Activity:* Teacher candidates research physics literature and present on a physics topic of their choosing. This activity gives teacher candidates the opportunity to see how a scientific community communicates on a global scale.

Reading
Goal 1: Teacher candidates will contribute to an environmentally sustainable society.

All Reading Minor courses.
The use of Blackboard as a way to communicate to and between teacher candidates is used. In class whiteboards are used for in-class responses, and problem solving activities. This reduces the amount of paper being consumed.

EDRD 309 Reading II
Activity: Teacher candidates create lessons centered on a theme of 'sustainability' using state standards, multiple texts, literacy strategies and teach the lessons to students.

EDRD 411 Teaching Comprehension
Activity: Teacher candidates create content area extension projects focusing on ecosystems.

EDRD 421 Children's Literature
Activity: Literature Unit (LiveText artifact). Teacher candidates create a children's literature unit on a topic of sustainability.

EDCS 424 Reading in the Content Fields
Activity: Problem-Based Learning. Teacher candidates create projects to be made available to teachers through the City of Ellensburg's Office of Renewable Energy.

Goal 2: Teacher candidates will contribute to a globally, interconnected, diverse society.

EDRD 309 Reading II
Activity: Teacher candidates create lessons and teach students from diverse cultures in diverse settings.

EDRD 414 Reading in a Multi-cultural Setting
Activity: Teacher candidates create a multi-cultural text set. Teacher candidates conduct a miscue analysis with an ELL student.

EDRD 418 Reading & Linguistics
Activity: Teacher candidates teach, assess and analyze English literacy of University ESL students.

EDRD 419 Storytelling Techniques
Activity: Teacher candidates learn to tell stories from various cultural backgrounds. They also write a reflection of how storytelling supports and develops appreciation of culture.

EDRD 420 Teaching Language Arts
Activity: Teacher candidates research the culture of Sudan in order to create concept books dealing with health issues for the Sudanese people. Books will serve a dual purpose – to teach reading and healthful living.

EDRD 493 Reading Practicum
Activity: Teacher candidates work with a variety of students from diverse cultures in diverse settings.

EDCS 424 Reading in the Content Fields
Activity: Teacher candidates work with a variety of diverse students in the Discovery School and the Excel High School.

School Health
Goal 1. Students will demonstrate competency in writing comprehensive lesson plans that demonstrate accommodation for diversity within the classroom

HED 345, 445
Activity: Students will submit for evaluation 2 individually prepared lesson plans that show brain based interconnection and accommodation of multiple intelligences and diversity.

Goal 3. Students will demonstrate the ability to present a brain based lesson that shows interconnectedness and accommodates the multiple intelligences and diversity in the classroom

HED 422

>   *Activity*: Students present in simulation a 50 minute lesson that will be taped for feedback checking for connections and accommodation of multiple intelligences and diversity.

Special Education

The course description and reasoning described in section II (above) generally address this response on the *Program Report.* However, EDSE 410 which focuses on behavior management may include considerations of 'environmentally sustainab[ility], global interconnected[ness], and [a] diverse society.' However, implementation of such emphases is contingent on individual student needs. For example, if a student with an emotional/behavioral disability is deemed by data to be 'wasteful' (to be operationalized) or negative toward persons from different backgrounds/cultures (to be operationalized), a behavior management plan may be developed during practicum by teacher candidates and success/failure of the plan will be measured by data collected and charted for monitoring. How an individual student responds to a specific intervention by an EDSE teacher candidate during practicum is easily evaluated because of this emphasis data based decision making. It is important to note that the student her/himself will be enlisted to evaluate their target behavior in an ongoing collaborative relationship with the teacher candidate and mentor teacher.

Technology

Goal 3: Demonstrate the ability to use a variety of technology including computers, industrial machines and equipment commonly used in public schools and industry.

>   MET 345
>
>   *Activity*: Students learn about lean manufacturing concepts and implementing those concepts while mass producing toys to be given away to charity. The project consists of using discarded lumber from a local truss company to make the parts for the toy.
>
>   IET 385
>
>   *Activity*: Students learn about human factors to be considered in design as well as the life-cycle management process.
>
>   IET 430
>
>   *Activity*: Teacher candidates (who are also enrolled in MET 345) teach "lean manufacturing" lessons to local high   school   students. Although teacher candidates can pick the concepts to teach, most concepts stress reducing waste and other sustainable concepts.

Goal 5: Demonstrate, practice, and use safety and safety principles as used currently in industry and public schools.

>   All courses (IET 145, IET 385, MET 255, MET 345, MET 357, SHM 325)
>
>   *Activity*: Students take safety exams, and exercise safety while working in the   labs at all times.
>
>   IET 430
>
>   *Activity*: Students create a safety study guide, safety test, and a safety video for a specific machine found in one of the labs.
>
>   SHM 325
>
>   *Activity*: Students learn about safety and regulations in the workplace and school   settings. Additional emphasis is placed on sustainability.

Goal 7: Students are committed to ongoing personal and professional development via participation in club activities and professional memberships.

>   IET 430
>
>   *Activity*: Students create a professional development plan. Students are encouraged to

become student members of the Washington Industrial Technology Education Association, where opportunities exist to present at conferences. Students have also had the opportunity to attend an international technology conference.

IET 433

Activity: Students are required to participate in a student leadership organization (SLO) activities, and participate at Washington Technology Student Association (WTSA) state events.

Theatre Arts

Goal 1. Students will have a working familiarity with a variety of different styles of theatrical presentation, from different points of view and using culturally distinct aesthetic criteria.

TH 375, TH 377, TH 382 or TH 383

Activity: Students study, compare, contrast and discuss styles of theatrical presentation and theatrical works from diverse cultures and points of view.

TH 207

Activity: Students study, compare, contrast and discuss styles of theatrical presentation for children from diverse time periods and points of view.

Goal 2. Students will be able to integrate theatre arts with a diverse range of subjects, viewpoints and cultural norms.

TH 312

Activity: Students create lesson plans and classroom activities which integrate theatre with other subjects, including social studies, world history, mathematics and language studies.

Goal 3. Students will be able to use a variety of criteria (audience needs and backgrounds, artistic interests, aesthetic variety, educational goals, audience age range, style, budget and subject) to create a complete season of classes and youth activities for a theatre company or educational theatre program

TH 420

Activity: Students create a complete theatre program, including curriculum, program design and productions, addressing the specific needs of a selected diverse population of students, which allows them to plan for, address and anticipate the specific cultural needs of specific populations, with regards to theatre arts.

Goal 4. Students will have training in using and reusing recycled materials in producing theatrical productions.

TH 393, 493, 301, 401

Activity: Students have hands-on experience and training in using and reusing existing costume, prop and scenery pieces for full theatrical productions.

IV Goals and activities related to developing understanding and problem-solving expertise in the content area using reading, written and oral communication, and technology.

Bilingual/TESL
Goal: The students will be prepared to use technology in order to prepare written and communicative resources.
    EDBL 435
        Activity: The students write activities and present them to the class using the latest technology available.

Biology
Goal 1: Demonstrate an ability to individually and collaboratively engage in inquiry and integrate the nature of science.
    BIOL 427
        Activity: Teacher candidates collaboratively work in research teams to investigate biotechnology concepts using an immersive, integrated approach. Interdisciplinary perspectives and content from general and organic chemistry, general biology, microbiology, cell biology and genetics, and ecology and evolution are investigated within a biotechnological context as it relates to secondary science education. Trouble-shooting, problem solving and critical thinking are daily activities. An emphasis on oral content exams in front of peers helps to develop communication skill and content knowledge.

    BIOL 499S or SCED 487
        Activity: Teacher candidates provide evidence of knowledge and skills attainment during construction of comprehensive electronic portfolios, which include standardized content exam performance. Candidates must connect evidence to professional competency standards in writing.

    All biology laboratories (BIOL 181-3, 213, 321, 322/323, 360, 427, and 355/356, 441, 455):
        Activity: Teacher candidates use reading, writing, oral communication and technology skills to solve problems during multiple lab experiences throughout their program, both individually and collaboratively. Field notebooks, laboratory reports, and research posters are routinely used to assess student learning, and are writing-intensive.

    SCED 324
        Activity: Teacher candidates participate in oral final exam based using professional interview format and expert faculty panel.

Chemistry
Goal 1: Demonstrate an ability to individually and collaboratively engage in inquiry and integrate the nature of science.
    CHEM 488 or SCED 487
        Activity: Teacher candidates research a scientific or pedagogical professional development topic of their choosing. This activity gives teacher candidates the opportunity to see how a scientific community communicates on a global scale. They must apply reading, writing, oral communication and technology skills to accomplish this task.
    All chemistry and physics laboratories (CHEM 181-3Lab, 332Lab, 361Lab, 431Lab, PHYS 181-3Lab):

Activity: Teacher candidates use reading, writing, oral communication and technology skills to solve problems and communicate results in multiple lab experiences throughout their program, both individually and collaboratively. All of these courses include one or more larger-scal projects/labs which are written up as a paper and/or presented orally to the class. For example, general chemistry teacher candidates research biodiesel processes, propose a synthesis based on their research, carry out the synthesis, analyze their product, and report results both orally and in writing.

CHEM 180 series
Activity: Teacher candidate use computer data acquisition systems in the laboratory.

SCED 324
Activity: Teacher candidates integrate measurement technology into their inquiry laboratory lesson plans.

Earth Science
Goal 1: Demonstrate an ability to individually and collaboratively engage in inquiry and integrate the nature of science.

SCED 487
Activity: Teacher candidates research a scientific or pedagogical professional development topic of their choosing. This activity gives teacher candidates the opportunity to see how a scientific community communicates on a global scale. They must apply reading, writing, oral communication and technology skills to accomplish this task.

All physical science classes/laboratories (GEOL 101LAB, 200, 210, 302, 320, 350, 370, 380, 386, 495, CHEM 111 or 181LAB, PHYS 101):
Activity: Teacher candidates use reading, writing, oral communication, and technology skills to solve problems and communicate results in multiple lab experiences throughout their program, both individually and collaboratively. All of these courses include one or more larger-scale projects/labs which are written up as a paper and/or presented orally before the class.

CHEM 111 or 181
Activity: Teacher candidate use computer data acquisition systems in the laboratory.

GEOL 210, 320, 370, 386, 495, PHYS 101
Activity: Teacher candidate use relevant observational equipment to collect data.

SCED 324
Activity: Teacher candidates integrate measurement technology into their inquiry laboratory lesson plans.

English
Goals: Several goals related to language, literature, writing, and pedagogy all contain activities related to the modes of expressing expertise in the content area.
Course in development.

Family and Consumer Sciences
Developing understanding and problem-solving expertise in the content area using reading, written and oral communication, and technology.
FCSC 472
Activity: Applied research paper that deals with problem solving; the paper is based on

the steps to problem solving and its relationship to societal issues.

FCSF 337
>*Activity*: Journal writings that relate to individual problems and how the class content information relates to personal and family issues.

FCSA 351
>*Activity*: Oral presentation applying cultural content to specific topics.

FCSA 355
>*Activity*: Oral and written presentations applying problem solving and technology, specifically solving problems for individuals and families concerning textiles.

FCSC 371
>*Activity*: Applied research, journal writing, and oral presentations that utilize family resource management.

FCSE 422
>*Activity*: Completion of state forms to establish new curriculum for secondary FCS classes Completion of Grant forms that could provide funding for secondary FCS programs.

FCSE 426
>*Activity*: Completion of lesson plans for secondary FCS classes enabling individuals to solve problems they are faced with University students are taught how to utilize the critical science perspective as they teach life skills.

FCSE 326
>*Activity*: Completion of lesson plans for secondary FCS classes enabling individuals to solve problems they are faced with University students are taught how to utilize the critical science perspective as they teach life skills.

Foreign Language
Goal 1: To ensure that students acquire and develop disciplined habits of critical thinking and creative expression, thus enabling students to make and communicate enlightened judgments.

All Foreign Language courses
>*Activity:* From our most basic 100-level courses through 400-level literature and language courses, our students must develop understanding and problem-solving expertise with all forms of written and oral communication. In 100-level courses, students learn to derive overall meaning from oral and written texts that include many unfamiliar words and phrases in the foreign language. Strategies such as scanning, skimming, reading for gist, using captions, photos and other contextual cues are all implemented to equip students to solve practical communication problems. In higher level courses, the tasks are adjusted in difficulty but remain essentially the same. For example, in our 400-level literature courses, students must read very difficult texts in a foreign language and develop strategies for approaching those texts.

>*Activity:* Technology is incorporated at every level of our programs. Students in first and second year courses are exposed to foreign language materials on the Internet, via satellite television feeds, and other forms of media, as well as being required to complete regular assignments online.

FNLA 481
>*Activity:* Our teaching candidates must prepare at least one of their sample lessons based on implementation of technology in the classroom.

History/Social Studies

Goal 1: Consistent with Washington State Core Competency 5.0 for Social Studies Skills, the student will be able to apply reasoning skills to conduct research, deliberate, form and evaluate positions through the processes of reading, writing, and communicating.
AND
Goal 2: Consistent with Washington State Core Competency 6.0 for Instructional Methodology, the student will be apply to develop and apply essential social studies concepts and skills to design pedagogically effective teaching strategies for the K-12 classroom.
AND
Goal 3: Students will be able to apply reasoning skills to conduct research, deliberate, form and evaluate positions through the processes of reading, writing, and communicating.

All elective courses in the social studies, and especially the required HIST 302, HIST 421, and HIST 481.

Activity: In all of the history and social studies coursework that teacher candidates undertake, students must demonstrate proficiency in effective research and communication skills. Written course exams, papers, class discussions, debates, and simulations are all activities in which students can demonstrate their proficiencies. Moreover in HIST 421, students must demonstrate that they can translate these proficiencies into effective teaching strategies for the K-12 classroom. Lesson and unit plan design is a common way for students to demonstrate their ability to research and present information in written form. Mini-lessons, discussions, and presentations demonstrate that they have the skills required to effectively communicate in oral form. Students are also expected to demonstrate the effective use of technology in their HIST 421 work, and instruction in the use of technology is also required of coursework in their professional education sequence.

Mathematics

Goal 3: Use of Technology

MATH 355, MATH 455, MATH 360, MATH 361, MATH 331, MATH 332, MATH 430, MATH 320, MATH 299E, MATH 323, MATH 499E

Activity: Students will explain how technology was used to solve mathematical and real-world problems.

Goal 3: Mathematical Thinking

MATH 355, MATH 455, MATH 360, MATH 361, MATH 331, MATH 332, MATH 430, MATH 320, MATH 299E, MATH 323, MATH 499E

Activity: Students will be given real-world problems and asked to solve the problems and communicated both orally and in writing problem solutions.

Music

Music competencies, concepts, vocabulary, skills, and techniques (area 6 of endorsement competencies)

MUS 323, 325, 329 (Methods courses), MUS 253, 254 (Techniques courses), MUS 341, 342 (Conducting I and II)

Activity: Written assignments, in-class presentations, teaching demonstrations, playing examinations. Students integrate technology as appropriate for instruction, communication, and assessment. Students demonstrate personal and collective problem-solving using oral and non-verbal communication

Physical Education

Learning Outcome 1

PE 280

Activity: Developmentally Appropriate Assignment

Learning Outcome 3
　　PE 341C
　　　　Activity: Unit Development

Learning Outcome 4
　　PE 342A, B, C, D
　　　　Activity: Skill Theme Analysis Projects

Learning Outcome 6
　　PE 342B
　　　　Activity: Technology Assessment Project

Learning Outcome 7
　　PE 341A, B, C
　　　　Activity: Peer Teaching Lessons and the subsequent reflective experience

Physics
Goal 1: Demonstrate an ability to individually and collaboratively engage in inquiry and integrate the nature of science.

All physics laboratories (PHYS 181-3Lab, 331, 333, 361, 363; CHEM 181-182Lab)
　　Activity: Teacher candidates integrate mathematical and scientific reasoning in multiple lab experiences throughout their program, both individually and collaboratively. For example, in 331, students develop and analyze a complex circuit.

PHYS 181-3Lab, 331, 333, 363; CHEM 181-182Lab
　　Activity: Teacher candidates use computer data acquisition systems in the laboratory.

SCED 324
　　Activity: Teacher candidates integrate measurement technology into their inquiry laboratory lesson plans.

SCED 487
　　Activity: Teacher candidates research physics literature and present on a physics topic of their choosing. This activity gives teacher candidates the opportunity to see how a scientific community communicates on a global scale. They must apply reading, writing, oral communication and technology skills to accomplish this task.

Reading
Goal 2: Candidates will be able to read, write and think critically with clarity.
Across all Reading Minor courses
　　Activity: The use of Blackboard as a way to communicate to and between teacher candidates is used. Candidates are put into discussion groups for the purposes of elaboration on course concepts. The discussion boards are also used as a way to share teaching ideas across content areas.
EDRD 308 Reading I
　　Activity: Teaching Practice Interview. Teacher candidates interview a practicing teacher (LiveText artifact). Candidates analyze the interview through written reflection and class discussion.
EDRD 411 Teaching Comprehension
　　Activity: Literature Project. Teacher candidates create a literature project using

information texts. Content area extension projects are created focusing on ecosystems.

EDRD 413 Methods and Materials of Reading Instruction

Activity: Teacher candidates examine and analyze literacy/content curricular materials and methods of instruction. Through verbal discussion and written expression, candidates examine the strengths and weaknesses of the curricular materials and methods.

EDRD 417 Reading Readiness and Beginning Reading

Activity: Through the planning and implementation of the LESDPC, teacher candidates provide developmentally appropriate content instruction through play and exploration. The planning and implementation involves reading, writing, oral communication, and the use of technology.

EDRD 419 Storytelling Techniques

Activity: Through the planning and implementing of a community storytelling event, teacher candidates use problem-solving techniques. The communication for this planning is held in the Blackboard Discussion board. The stories told at the community storytelling event cross several areas of content and cultures.

EDRD 420 Teaching Language Arts

Activity: Teacher candidates explore components of informational text in order to understand and create informational text for the Sudan.

Activity: Teacher candidates analyze the writing of children from the community and develop a play to teach children based on their developmental level in writing.

Activity: Teacher candidates analyze sample of student writing and use knowledge about writing development to assess level of performance and targets for next instruction.

Activity: Teaching Practice Interview. Teacher candidates interview a practicing teacher regarding language arts methods, materials and activities. Candidates analyze the interview through written reflection and class discussion.

EDRD 424 Reading in the Content Areas

Activity: Teacher candidates create problem-based learning units and present to public stakeholders.

School Health

Goal 1: Students will develop a comprehensive classroom management plan

HED 345, 445

Activity: Following specific rubrics, students will research and format a comprehensive classroom management plan that will guide one's teaching.

Sub-goal 1: Students will demonstrate proper use of technology when presenting lessons

HED 422

Activity: Students will incorporate Power Point, video projection, and overhead projection into a 50 minute lesson that will also utilize brain based principles.

Special Education

The gist of this response is addressed in II and III above. In short, EDSE courses leading to EDSE certification emphasize evidence-based procedures for teaching. The 'highly qualified' approval in reading, writing, etc. is a consequence of other programs as noted earlier. A student who completes the elementary education program, for example, is prepared to teach kindergarteners early literacy skills like phonological awareness. (**Note:** The writer recognizes that the constructivist point of view of the elementary education program will probably prefer 'facilitates learning' versus 'teach' as a descriptor of what occurs in courses and student classrooms.) The EDSE program acknowledges that students who learn how to teach reading (or math, Fench, etc.) in these other content-based programs will have acquired such competencies therein.

The implementation of instruction for students with special needs by EDSE candidates will probably be much different than a constructivist method, and more focused on the individual whose learning characteristics disable her/him from acquiring these competencies in such a 'discovery' environment. Again, an EDSE teaching cycle consisting of operationalizing a target academic behavior like reading or French, task analyzing the behavior, setting clear targets, collecting assessment data on the behavior, intervening with evidence-based (empirically researched) strategies, using data-drive formative evaluation procedures, and subsequently modifying instruction and/or proceeding to the next competency can be used with all instruction in areas that the teacher candidate is sufficiently prepared to teach (facilitate).

Technology
Goal 1: Demonstrate effective oral and written communication skills.
    EET 312
        Activity: Students demonstrate logical troubleshooting techniques, communicate assumptions, results, and conclusions about technical information in a coherent, prescribed format through write-ups of laboratory experiences.

Goal 2: Demonstrate effective planning, preparation, and delivery of technology education lessons and plans.
    IET 430
        Activity: Students use computers and other technology to create and deliver lessons that incorporate the problem solving process.

Goal 3: Demonstrate the ability to use a variety of technology including computers, industrial machines and equipment commonly used in public schools and industry.
    All electricity/electronics courses (EET 221, EET 312, EET 371)
        Activity: Students use a wide variety of electrical/electronic equipment to write   lab reports and solve problems.
    All Computer Aided Design and Drafting courses (IET 160, IET 161, IET 265)
        Activity: Students use Computer Aided Design & Drafting and 3D modeling software (AutoCAD and SolidWorks) to communicate design solutions.
    All lab courses (IET 145, MET 255, MET 345, MET 357)
        Activity: Students use a wide variety of tools and machines commonly found in woodshops, metal-shops, and foundries.

Theatre Arts
Goal 1. Students will be able to accurately and safely use state-of-the-art lighting, scene, costume and computer equipment in theatrical productions
    TH 261
        Activity: Students successfully demonstrate use of state-of-the-art machinery and computer patterning software to create costume items for theatre productions.
    TH 268
        Activity: Students create a complete lighting design for a rock concert, planning instrumentation, hang and cues, using correct industry format in paper and computer design, for state-of-the-art light technology.
    TH 367
        Activity: Students create plans and diagrams for correctly communicating elevation and dimension of set pieces for building theatrical productions.

Goal 2. Students will be able to clearly and accurately communicate with designers, directors, playwrights and actors in a goal oriented, cooperative and collaborative professional manner,

TH 313
> *Activity*: Students work in teams to conceive, write, rewrite and perform an original play, based on an existing story.

TH 312
> *Activity*: Twelve students work together for a quarter to conceive, write, rewrite, rehearse and perform a complete, ensemble-created play for an audience.

TH 393, 493, 301, 402
> *Activity*: Students serve on a production team, collaborating with faculty, students and community members to rehearse, produce and perform full plays.

TH 429
> *Activity*: Students prepare and present a written director's concept for designers and other artists and then practice directing scenes from established plays.

Goal 3. Students will be able to problem solve with designers, directors, playwrights and actors in a goal oriented, cooperative and collaborative professional manner

TH 313
> *Activity*: Students work in teams to conceive, write, rewrite and perform an original play, based on an existing story.

TH 312
> *Activity*: Twelve students work together for a quarter to conceive, write, rewrite, rehearse and perform a complete, ensemble-created play for an audience.

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TH 429
> *Activity*: Students prepare and present a written director's concept for designers and other artists and then practice directing scenes from established plays.

Goal 4. Students will be able to use a variety of methods to communicate and promote (advertising flyers, events, web pages,) a play for a theatre company or educational theatre program

TH 313
> *Activity*: Students create a program, advertisement and web-based promotion to market an original play they have created.

Goal 5. Students will be familiar with works and readings in their content area, so that these may be used as resources throughout their career as educators and artists.

TH 107
> *Activity*: Students read and write papers on a variety of plays from diverse perspectives, cultures and time periods.

TH 207
> *Activity*: Students read, discuss and compare a variety of children's plays from diverse perspectives, cultures and time periods

TH 313
> *Activity*: Students read, discuss and compare a variety of children's plays from diverse perspectives, cultures and time periods

TH 375, TH 377, TH 382, TH 383
> *Activity*: Students read and write papers on a variety of plays from diverse perspectives, cultures and time periods.

TH 363, TH 364, TH 365
> *Activity*: Students read and write papers on a variety of plays from diverse perspectives,

cultures and time periods.

Goal 6. Students will be able to effectively research available readings in their content area, for use in planning classes, programs and productions.

TH 329, 429

Activity: Students research playwrights, plays, historical context and prepare a written report of such for a formal director's notebook.

TH 363, TH 364, TH 365

Activity: Students use original sources and other research materials to write papers and draw conclusions about topics in theatre history.

TH 420

Activity: Students prepare a Theatre Teacher's Sourcebook, for use in classrooms, which offers a variety of websites, resources and books which will aid them in planning and preparing lesson plans in their content area.

V Goals and activities related to P-12 students knowing the learning targets and their progress toward meeting them.

Bilingual/TESL
Goal: The students will participate in school practicum.

> EDBL 492
>> *Activity*: The students write a reflection paper about their experience in practicum.

Biology
Goal 3: Demonstrate an ability to effectively facilitate learning for all students.

> SCED 324
>> *Activity:* Teacher candidates participate in a practicum experience where they effectively facilitate inquiry with P-12 students. Candidates also develop inquiry-based lesson plans that closely **align outcomes, activities, and assessment with state standards**.

> BIOL 492
>> *Activity:* Teacher candidates facilitate investigative field research projects within a biology laboratory.

Goal 5: Demonstrate an ability to assess teaching and learning outcomes using multiple methods, effectively evaluate teaching and learning effectiveness, and improve practice based on reflection and data.

> SCED 324
>> *Activity:* Teacher candidates participate in a practicum experience where they are required to do **formative and summative assessment** on P-12 student knowledge and skill achievement. Candidates are also required to **critically self evaluate** their performance and integrate this with supervising teacher feedback to **improve performance**.

Chemistry
Goal 3: Demonstrate an ability to effectively facilitate learning for all students.

> SCED 324
>> *Activity:* Teacher candidates participate in a practicum experience where they effectively facilitate inquiry with P-12 students.

> CHEM 492
>> *Activity:* Teacher candidates facilitate learning in a chemical laboratory setting.

Goal 5: Demonstrate an ability to assess teaching and learning outcomes using multiple methods, effectively evaluate teaching and learning effectiveness, and improve practice based on reflection and data.

> SCED 324
>> *Activity:* Teacher candidates participate in a practicum experience where they are required to do formative and summative assessment on P-12 student knowledge and skill.

> CHEM 492
>> *Activity:* Teacher candidates apply their skill at assessing **whether their students know learning targets** and to what extent they are meeting these targets.

Earth Science
Goal 3: Demonstrate an ability to effectively facilitate learning for all students.

SCED 324
Activity: Teacher candidates participate in a practicum experience where they effectively facilitate inquiry with P-12 students.

GEOL 350
Activity: Teacher candidate facilitate learning in a 6th grade classroom and on field trips for 9th graders.

GEOL 492B
Activity: Teacher candidates facilitate learning in earth science field laboratory settings.

Goal 5: Demonstrate an ability to assess teaching and learning outcomes using multiple methods, effectively evaluate teaching and learning effectiveness, and improve practice based on reflection and data.

SCED 324
Activity: Teacher candidates participate in a practicum experience where they are required to do formative and summative assessment on P-12 student knowledge and skill.

GEOL 350
Activity: Teacher candidate conduct formative and summative assessment of middle level student learning in both field and class settings and reflect on their own effectiveness as teachers.

GEOL 492B
Activity: Teacher candidates apply their skill at assessing **whether their students know learning targets** and to what extent they are meeting these targets.

English
Goals: 1) Plan level-specific lessons and/or units, design assignments, and develop assessment tools and strategies which demonstrate an understanding of reading and writing cognition. 2) Represent understanding of learning targets through the assessment of student writing and the construction of individual learning plans.

All courses
Activity: All e-portfolio artifacts require as a component for completion assessments that identify learning targets as a part of the instructional materials provided to learners. Students practice making the assignments clear by integrating identified targets in every assignment that they build and construct. Assessments must include formative and summative strategies that facilitate students' goal setting and progress toward meeting the goals. One site for this practice is the ENG 492 practicum, in which teacher candidates have to assess student papers by explicitly articulating what learners are doing well and what they need to do and know to meet the targets, communicating both to practicum students.

Family and Consumer Sciences
P-12 students know the learning targets and their progress toward meeting them.

FCSE 326
Activity: Secondary students utilize the critical science perspective as they meet the challenges of daily life. The critical science perspective incorporates a focus on human interests, ommunication, and actions based on values of the individual

FCSE 422

Activity: Secondary students utilize the critical science perspective as they meet the challenges of daily life. The critical science perspective incorporates a focus on human interests, communication, and actions based on values of the individual.

FCSE 426

Activity: Secondary students utilize the critical science perspective as they meet the challenges of daily life. The critical science perspective incorporates a focus on human interests, communication, and actions based on values of the individual

OcEd 410

Activity: Secondary students utilize the critical science perspective as they meet the challenges of daily life as they choose career. Secondary students incorporate leadership skills into daily life. Secondary students incorporate career goals as they complete job shadows, work study, and/or internships.

Foreign Languages

Goal 1: To offer quality undergraduate programming that engages students in effective learning communities, thus preparing them for professional careers or advanced study.

FNLA 481, FNLA 482, FNLA 483

Activity: Students prepare a portfolio of matierals specifically designed to address learning targets. Portfolios are created, evaluated and a selection of materials are posted to LiveText.

History/Social Studies

Goal 2: Consistent with Washington State Core Competency 6.0 for Instructional Methodology, the student will be apply to develop and apply essential social studies concepts and skills to design pedagogically effective teaching strategies for the K-12 classroom.

HIST 421

Activity: Washington State Core Competency 6.0 requires students to be able to create unit objectives and utilize pedagogically sound assessments to measure student learning that is consistent with state Essential Academic Learning Requirements (EALRs) and Grade Level Expectations (GLEs). This competency also includes students being able to implement the new requirement for Course Based Assessments (CBAs). Consequently, HIST 421 requires the student to successfully produce at least two different tools that can be used to "authentically" measure student knowledge as well as unit and lesson plan objectives that correlate with the state and national standards. They must also demonstrate how they might effectively implement or integrate a CBA into a curriculum unit in the social studies.

Mathematics

Goal 5: Teaching Mathematics

MATH 323 and MATH 499E

Activity: The processes of planning, teaching, and reflection on the lessons will be done in collaboration of the classroom teacher and CWU instructor.

Music

Music competencies, concepts, vocabulary, skills, and techniques (area 6 of endorsement competencies)

MUS 323, 325, 329 (Methods courses)

Activity: Lesson planning and alignment exercises must be specifically tied to EALRS and incorporate formative and summative assessment.

Physical Education

Learning Outcome 1
    PE 340A
        Activity: Observations of K-12 schools

Learning Outcome 1
    PE 340B
        Activity: Fitness Testing of K-12 students

Learning Outcome 1
    PE 340C
        Activity: Small Group Teaching

Learning Outcome 2
    PE 340C
        Activity: Small Group Teaching

Learning Outcome 2
    PE 340A
        Activity: Observations

Learning Outcome 4
    PE 342A, B, C, D
        Activity: Skill Theme Analysis Projects

Learning Outcome 4
    PE 340C
        Activity: Small Group Teaching

Physics
Goal 3: Demonstrate an ability to effectively facilitate learning for all students.

    PHYS 492
        Activity: Teacher candidates facilitate learning in a physics laboratory setting.

    SCED 324
        Activity: Teacher candidates participate in a practicum experience where they effectively facilitate inquiry with P-12 students.

Goal 5: Demonstrate an ability to assess teaching and learning outcomes using multiple methods, effectively evaluate teaching and learning effectiveness, and improve practice based on reflection and data.

    PHYS 492
        Activity: Teacher candidates apply their skill at assessing whether their students know the learning targets and to what extent they are meeting these targets.

    SCED 324
        Activity: Teacher candidates participate in a practicum experience where they are required to do formative and summative assessment on P-12 student knowledge and skill.

Reading
Goal 1: Candidates will be able to demonstrate an ability to assess student literacy/language

development, develop appropriate lessons using multiple methods, strategies, evaluate teaching and learning, and improve practice based on reflection and data.

EDRD 309 Reading II

Activity: Teacher candidates use a variety of informal literacy assessments to assess a student's reading strengths and weaknesses. Candidates create thematic lessons based on assessments, state standards and use multiple texts, research-based reading strategies and summative assessment strategies to teach students. Candidates reflect on own planning/teaching/professional dispositions through class discussion, reflection papers and mini-conferences with instructor.

EDRD 410 Teaching Word Recognition Skills

Activity: Teacher candidates tutor students (literacy) in the Discovery School. Candidates reflect on experiences through class discussions and written projects.

EDRD 411 Teaching Comprehension

Activity: Teacher candidates journal with a fifth grader from Ellensburg School District.
Activity: Teacher candidates create literature and content area extension activities. Candidates reflect on experiences through class discussions.

EDRD 417 Reading Readiness and Beginning Reading

Activity: By observing children in the LESDPC, teacher candidates document language samples and play scenarios in order to make adjustments to the play center materials. Also, based on these observations, candidates guide the play of the children through their own interactions.

EDRD 418 Reading and Linguistics

Activity: Teacher candidates observe and document the English language development (reading, writing, speaking, listening) development of adult EL learners. Candidates reflect on experiences through class discussion and writing.

EDRD 419 Storytelling Techniques

Activity: Through the participation of a community storytelling event, teacher candidates are able to receive immediate feedback from students and their families about the learning targets of the session. Teacher candidates write a reflection on the storytelling event, outlining the goals for the session and how they were met.

EDRD 420 Language Arts

Activity: Community Read Alouds. Teacher candidates prepare a read aloud to read to a community group of children (home schooled children, Teddy Bear Tea).

EDRD 421 Children's Literature

Activity: HeadStart, Children's Activity Museum (CAM), and Family Resource Center (FRC) Read Aloud/Storytelling sessions. Teacher candidates read aloud stories to young children twice during the quarter as a way to gain experiences with children. Candidates reflect on their experiences through class discussion and writing.

EDCS 424 Reading in the Content Fields

Activity: Teacher candidates plan, modify lessons, create strategy guides, develop literacy activities for students in the Discovery School and Excel High School. Candidates reflect on their experiences through class discussion and writing.

EDRD 493 Reading Practicum

Activity: Teacher candidates participate in a practicum experience where they assess, create literacy lessons aligned to state standards, use a variety of texts, programs with individual and small groups of students. Candidates reflect on and improve own planning/teaching/professional dispositions through class discussions, reflection papers and mini-conferences with instructor and the cooperating teacher.

School Health
Goal 6: Students will demonstrate student teaching and job readiness

HED 445
> *Activity*: Students will submit an end-of-the major portfolio that will include a comprehensive collection of SLO's related to the major.

Special Education

To avoid redundancy, please see previous answers above. However, at the core of EDSE pedagogy is the contention that students (with/without disabilities) will perform better when they are provided clear and explicit targets, and appropriate data-based performance outcomes that they can monitor in any content area.

So we return to the philosophical orientation of the EDSE program related to instruction and program management. Graduates who earn a special education endorsement may not be considered 'highly qualified' to teach math to a fourth grader with a learning disability or functional reading skills to a high school student with mental retardation. To earn that 'highly qualified' descriptor, such teacher candidates must show proof of certification in these specific academic areas in addition to their special education competence. EDSE competencies emphasize instructional mechanisms to keep students with disabilities 'in the loop' about what it is they are expected to learn (targets), providing empirically based instructional procedures in the instructional process, using formative evaluation to make teaching decisions, and giving students feedback that is based on data.

Technology

Goal 2: Demonstrate effective planning, preparation, and delivery of technology education lessons and plans.
> IET 430
> > *Activity*: Teacher candidates develop lesson plans that align outcomes, activities, and assessment with state and national standards. Students are also required to self-evaluate their performance.

Goal 6: Demonstrate familiarity with the concepts, theoretical perspectives, and historic trends in vocational education/Career & Tech. Ed. (CTE)
> IET 433
> > *Activity*: Teacher candidates post artifacts on LiveText which demonstrate their achievement of learning targets and their progress toward meeting them.

Goal 7: Students are committed to ongoing personal and professional development via participation in club activities and professional memberships.
> IET 430
> > *Activity*: Teacher candidates are required to visit certified technology teachers around the state which provides an opportunity to see first hand, curriculum, teaching strategies, learning outcomes, etc., and how various schools are able to meet program standards. The students then provide an oral and visual summary of their visitation.

Theatre Arts
> TH 420
> > *Activity*: Students do a complete quantitative self assessment of their knowledge and understanding of theatre and teaching theatre according to learning targets for department, college and Washington state. Once assessment is completed, they create an individualized learning plan for achieving any standards that have not been met.
> TH 295
> > *Activity*: Students annually post assessments on LiveText which measure their achievement of learning targets and their progress towards meeting them.

APPENDIX C
Multicultural Interview Assignment

EDCS 431

Getting to Know the Students and Their Community

Your task is to identify a P-12 student who is:

- Outside the Ellensburg School District boundaries.
- Is in an area that you have done your PreAutumn Experience, hope to Student Teach in, or be employed in.
- The interviewed student MUST be from a different ethnic or racial background than yourself.
- The interview can be mediated through a school, public or community agency, youth or recreational services agency, or family acquaintance.
- To ensure your protection, get written permission from the parent to conduct the interview. If the parent or another adult is present that is okay.
- The focus of the interview will be to identify the cultural capital that these kids bring to the schooling or classroom setting and will serve as an aid in identifying teaching strategies and cross cultural communication strategies that will allow you to better facilitate student learning and success. Thus you will address the following four areas:

    o Students' lives outside of schools.
    o Students' perceptions of school knowledge and the belief in the potential of schooling to enhance or improve their lives.
    o Students' relationships to subject matter
    o Community life in which students live.

Guided questions in each of these areas have been provided in the syllabi. They may or may not be used.

OUTCOME: Create a two or three page **narrative** describing the student interviewed.

Identify the student **ONLY** by first name, age, ethnic or racial background, gender and grade level.

Do not simply write questions and then record the answers

Tell the student's story.

In the summary identify specifically what new cultural knowledge and/or understandings you have acquired and how you think they might be applicable in a classroom or school setting.

Learning about Students' Lives Outside School

Learning about Students' Family Lives – Sample Questions

- Who constitutes the students' family?
- Has the family immigrated to this country? If so, from where and how long ago?
- What language(s) is/are spoken in the home? How proficient are adults in English?
- Has the student's family moved frequently in the past few years?
- What is the educational history of family members?
- What is the child-rearing philosophy that prevails in the household?
  Who in the family has the major responsibility for child-rearing? To what extent are older children involved in the upbringing of younger siblings? How much autonomy and self-determination do children have in their own upbringing?
- What are the student's responsibilities in the family?
- What are the major family activities?
- What are the aspirations for children in the family?
- What is the labor history of the family members?
- Are girls (female) and boys (males) treated differently?
- Are the expectations of women different than that of males?

Learning about Student's Social Lives – Sample Questions

- How do students spend their leisure time?
- What are students' favorite activities? Are these activities organized along competitive or cooperative lines?
- What language(s) do students use with friends?
- What do students excel at?
- Do students belong to community groups such as basketball teams or church choirs?
- What are the students' interests and hobbies?
- What are the main concerns in students' lives?
- Who do students look up to in the community?

Learning about Students' Relationships to

Subject Matter

Literacy – Sample Questions

- Does anyone in the family write or receive letters? If so, in what language(s) are these letters written?
- Are there magazines, newspapers, or books in their homes? If so, who reads them? In what language are they written?
- Are religious texts, such as catechisms, used by the student?
- Does anyone use lists for organizing and remembering things?
- What role does literacy play in the community?
- How is storytelling used by community members? Who are storytellers?

Mathematics and Science – Sample Questions

- Does anyone build or repair things, thus using the principles of mathematics and physics? What specific principles are involved in these recurrent activities, and how did those who perform such activities learn them?
- Do students regularly deal with money? If so, in what situations?
- Does anyone make clothing or other types of sewing that require measuring with precision?

The Arts – Sample Questions

- Do students or members of their family play musical instruments?
- What instruments do they play?
- What type of music does the student like?
- What type of music is heard with frequency in the community?
- What artists live in the community? What artistic forms do they use?
- Are there museums in the neighborhood?

Learning about Students' Communities

Community Life – Sample Questions

- What languages are used in the community and for what purposes? If students speak languages other than English, what are the attitudes toward their native languages within the communities where they live?
- Are there clear patterns of segregation in the community? If so, what are these?
- Who has the formal and informal power in the community? Are those in power representative of community residents?
- What businesses are located in the community? Who owns these businesses?
- What are the key institutions (e.g., churches, community centers) in the community?
- What human resources are available within the community (e.g., people who can talk about their careers and /or businesses, people who can teach about the history of the community, storytellers, artists, community organizers)?
- What are the most significant events of the year for community members?
- How does news travel within the community?
- What salient issues do community members find socially relevant?
- What kinds of knowledge and skills are valued in the community? Do community members value what is taught in schools?
- How do community members feel about school? What do adults in the community say to children about school? Do they have faith that schools will serve their children well? What suggestions do they have for improving schools?
- Who from the community is represented on the school board and on committees or task forces that deal with school-related issues? Are students' parents/guardians and other community members active in schools in other capacities?
- What school staff members live in the community?

EDCS 431 Assessment
Performance Assessment

	Competent (3 pts)	Precompetent (2 pts)	Unacceptable (1 pts)
Life outside of school	Candidate describes student's family and	Candidates' description of student's family and	Candidate does not describe student's family

	social life in detail.	social life is limited and superficial.	and/or social life.
Perceptions of school knowledge	Candidate describes the student's favorite and least favorite school subjects, with reasons for each selection.	Candidate identifies student's favorite and least favorite school subjects, but does not describe reasons for each selection.	Candidate does not identify student's favorite or least favorite school subjects.
Belief in schooling	Candidate provides a clear and thorough description of how the students views schooling as enhancing/improving their life or not.	Candidate provides a general description of how the students views schooling as enhancing/improving their life or not.	Candidate does not describe how the students views schooling as enhancing/improving their life or not.
Subject Matter	Candidate describes, in detail, the student's relationship to the subject matter specifically noting the areas of literacy, mathematics, science and the arts.	Candidate description of student's relationship to the subject matter is general and touches on 2 of the 4 curricular areas.	Candidate does not address student's relationship to the subject matter, nor provides specific examples.
Community Demographics	Candidate describes demographics profile of the community, holders of power and influence, available resources, and the communities' relationship with the school.	Candidate gives limited description of the community demographics, and/or the communities' relationship with the school.	Candidate does not describe the community demographics, and/or the communities' relationship with the schools.
New Cultural Knowledge	In the summary, the candidate identifies newly acquired cultural knowledge and understandings and applies it to the classroom or school setting.	In the summary, the candidate identifies newly acquired cultural knowledge and understandings, but does not apply it to the classroom or school setting.	Candidate does not identify newly acquired cultural knowledge and understandings.
Expository Writing	Candidates' writing is articulate, highly organized and without error in grammar and spelling. There is strong evidence and referencing of outside informational sources.	Candidates' writing is organized, but has several errors in grammar and/or spelling. There is limited referencing of outside informational sources.	Candidate's writing exhibits numerous errors in grammar and/or spelling; lacks organization and narrative qualities; and/or fails to reference outside informational sources.

APPENDIX D
Lesson Plan Template

Unit Title:	
Instructional Materials, Equipment, Technology, and Resources	
Instructional Materials:	Necessary Equipment:
Standards	
Subject EALRs:	
Learning Targets	
Performance Objectives:	
Classroom Management Considerations	
Grouping Students for Instruction:	
Student Characteristics and Accommodations	
Prior Knowledge:	
Language Support	
Key Vocabulary:	
Instructional Plan	
Introduce "Student-Friendly" Learning Targets:	
Learning Activities:	
Closure:	
Assessment and Performance Tasks	
Diagnostic:	
Reflections	
Student Reflection Procedure:	

APPENDIX E

Integrated Unit Plan Rubric

CWU INTEGRATED UNIT PLAN RUBRIC

Name_____

	SUPERIOR Exceeds requirements	SUFFICIENT Meets requirements	NEEDS WORK Does not fully meet requirements
SECTION 1: GENERAL INFORMATION & UNIT OVERVIEW			
Introduction	☐ Logistics – complete and detailed (time needed, materials & resources, pre-requisite skills	☐ Logistics – some factors missing and detailed (time needed, materials & resources, pre-requisite skills	☐ Logistics – incomplete (time needed, materials & resources, pre-requisite skills
Unit Summary	☐ Concise overview of unit ☐ All components are discussed based on the instructions	☐ Concise overview of unit ☐ Most components are discussed based on the instructions	☐ Overview of unit ☐ Some or no components are discussed based on the instructions
Theme & Essential Questions	☐ Student developed highly effective theme and questions ☐ All questions are addressed in the activities	☐ Student developed effective theme and questions ☐ The majority of questions are addressed in the activities	☐ Theme and questions are not very effective and do not match the activities
Rationale & Purpose of Unit	☐ Rationale and purpose of unit plan is clearly stated and supported with readings ☐ It provides focus on key issues and justifies the importance of the unit ☐ Detailed explanation of constructivist philosophy & integrated unit	☐ Rationale and purpose of unit plan is stated and somewhat supported with readings ☐ Some focus is provided on key issues as well as some justification on the importance of the unit ☐ Explanation of constructivist philosophy & integrated unit is included	☐ Rationale and purpose of unit plan is not clearly stated with little or no support from the readings ☐ Few or no key issues are provided; with little or no justification on the importance of the unit ☐ Vague or no explanation of constructivist philosophy & integrated unit
Goals, Values, Skills, Cultural Relevancy, Content	☐ All components clearly are stated ☐ Relevant to the unit of study ☐ Thoughtful and insightful ☐ Prerequisite is clearly stated and explained	☐ All components are stated ☐ Most are relevant to the unit of study ☐ Thoughtful and insightful ☐ Some prerequisites are stated in a vague manner	☐ Few components stated ☐ Little relevance to the unit of study ☐ Little or nor prerequisites
Technology used & rationale	☐ Proposed technology use is engaging, age appropriate, beneficial to student learning, and supportive of higher-level thinking skills. ☐ Technology is integral to the success of the Unit Plan. ☐ A clear relationship between the use of technology and student learning is exhibited ☐ Use of technology enhances the Unit Plan by using the computer as a research tool, a publishing tool, and/or a communication device.	☐ Proposed technology use is engaging and age appropriate, but it is unclear as to how it enhances student learning. ☐ Technology is important, but not integral, to the Unit Plan. ☐ A limited relationship between the use of technology and student learning is ☐ Use of technology is limited to using the computer as a research tool, a publishing tool, or a communication device.	☐ Proposed technology is not age appropriate, nor engaging, and does not enhance student learning. ☐ Importance of technology to the Unit Plan is unclear. ☐ No relationship between the use of technology and student learning is exhibited. ☐ Unit Plan does not take advantage of research, publishing, and communication capabilities.
Differentiated Instruction	☐ Detailed description on how you will modify instructions for resource students, non-native English speakers, and gifted students – ☐ Demonstrates a clear understanding of differentiated instructions	☐ Description on how you will modify instructions for resource students, non-native English speakers, and gifted students ☐ Demonstrates some understanding of differentiated instructions	☐ Some description on how you will modify instructions for resource students, non-native English speakers, and gifted students ☐ Demonstrates little or no understanding of differentiated instructions
Implementation Plan	☐ Unit Plan is a well-developed guideline for implementation. ☐ Unit Portfolio components are well-developed models for project implementation. ☐ Unit Plan can be easily modified and implemented in a variety of classrooms. ☐ Reference list of all sources used is included	☐ Unit Plan is an adequate guide for implementation, but some areas are unclear. ☐ Unit Portfolio components are complete, but lack detail to be effective models for project implementation. ☐ Unit Plan might be applicable to other classrooms. ☐ References list with most sources is included	☐ Unit Plan lacks clarity and is not an effective guide for implementation. ☐ Unit Portfolio components are incomplete or unclear models for project implementation. ☐ Unit Plan is limited to the teacher's own classroom implementation. ☐ Reference list is missing or incomplete
Parent/Home & Community Involvement	☐ Strong evidence of parental & community involvement that includes personal contact ☐ Includes 3 types of insightful involvements in the plan to enhance the unit study	☐ Evidence of parental and community involvement that includes personal contact ☐ Includes less than 3 types of involvement in the plan – somewhat enhances the unit of study	☐ Little or no evidence of parental & community ☐ Very vague – little evidence to enhance the unit of study

SECTION 2: PROCEDURES

Activities	☐ Unit Plan requires students to interpret, evaluate, theorize and/or synthesize information. ☐ Student samples address the Essential Question in a meaningful way.	☐ Unit Plan requires students to analyze and apply information, solve problems, and/or make conclusions. ☐ Student samples moderately address the Essential Question.	☐ Unit Plan requires students to define, identify, describe, and/or summarize. Very little, if any, higher ☐ Student samples do not address the Essential Question in a meaningful way.
Objectives	☐ Targeted learning objectives are clearly defined, well articulated, and supported by the Essential and Unit Questions. ☐ All learning objectives clearly align with state frameworks, content standards, and benchmarks of the subject area(s).	☐ Targeted learning objectives are defined and moderately supported by the Essential and Unit Questions. ☐ Some learning objectives align with state frameworks, content standards, and benchmarks of the subject area(s).	☐ Targeted learning objectives are vague and not clearly supported by the Essential and Unit Questions. ☐ Relationship between learning objectives and state frameworks, content standards, and benchmarks is unclear
Assessment	☐ Assessment strategies/tools are clearly based on authentic/balanced assessment ☐ All assessment tools are appropriate and assess the objective of the lesson ☐ 4 or more well-developed assessment tools are included ☐ Relationship between objectives and assessment is clearly stated ☐ Assessment tools contain topic-specific criteria in order to serve as a helpful scaffold for students.	☐ Assessment strategies/tools indicate knowledge of authentic/balanced assessment ☐ Most assessment tools are appropriate and assess the objective of the lesson ☐ 2 to 3 well-developed assessment tools are included ☐ Relationship between objectives and assessment is clear ☐ Assessment tools contain some topic-specific criteria, but may be unclear to students.	☐ Assessment strategies/tools show little to no evidence of balanced/authentic assessment ☐ Few or none of the assessment tools are appropriate and assess the objective of the lesson ☐ Assessment tools contain only general criteria. ☐ 1 or none assessment tools are included ☐ Relationship between objectives and assessment is unclear.

Checklist for microteaching

SECTION 3: LESSON PLANS

Lesson Plan(s) 4	☐ All comprehensive instructional plans are included with handouts incl. worksheets, assessment tools, and any other pertinent information ☐ Each lesson plan has a clear instructional & informational objective (skill/concept) ☐ Students demonstrate their understanding of different instructional strategies (5 Es, Direct Instructions, Task Rotations)	☐ Most instructional plans are included (some components are missing or not very clear) with handouts incl. worksheets, assessment tools, and any other pertinent information ☐ Most lesson plans have an instructional & informational objective (skill/concept) ☐ Students demonstrate some understanding of different instructional strategies (5 Es, Direct Instructions, Task Rotations)	☐ Some instructional plans are included; I handouts are missing such as worksheets, assessment tools ☐ Objectives are not clear and or missing ☐ Students show little or no understanding of different instructional strategies

Checklist for microteaching	☐ Three lessons taped; information from tape is mentioned in reflections. ☐ Laminated security badge is worn for all four lessons; behavior guidelines are posted. ☐ Feedback given to colleagues in a timely manner; feedback received is mentioned in reflection.

SECTION 4: LEARNING ENVIRONMENT/ COMMUNITY DEVELOPMENT/ CLASSROOM MANAGEMENT

Classroom Management (see separate rubric)	☐ All components are addressed in the classroom management plan as outlined in the instructions ☐ Clear outline of your classroom management system that is democratic and caring ☐ Procedures and routines are clearly described in a thoughtful and highly effective manner and demonstrate how to be an effective classroom manager	☐ Most components are addressed in the classroom management plan as outlined in the instructions ☐ Outline of your classroom management system that is democratic and caring ☐ Procedures and routines are described in a thoughtful and effective manner and demonstrate how to be an effective classroom manager	☐ Few components are addressed in the classroom management plan as outlined in the instructions ☐ Incomplete outline of your classroom management system that is democratic and caring ☐ Procedures and routines are vaguely described and show little evidence of how to be an effective classroom manager

Checklist of	☐ All components are posted on LiveText and 'shared for review' with instructor [NJPCWU]. ☐ One hard copy of unit plan is comb-bound and submitted to the archive. ☐ Hard copy of rubric with self-assessment and comments submitted.